DOCUMENT RESUME

ED 365 743	UD 029 576
TITLE	Achieving the Dream: How Communities and Schools Can Improve Education for Immigrant Students.
INSTITUTION	National Coalition of Advocates for Students, Boston, MA. National Center for Immigrant Students.
SPONS AGENCY	Andrew W. Mellon Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
REPORT NO	ISBN-1-880002-05-1
PUB DATE	93
NOTE	105p.; Information contained in this manual is condensed largely from "New Voices: Immigrant Students in U.S. Public Schools" (1988), "The Good Common School: Making the Vision Work for All Children (1991), and "Immigrant Students: Their Legal Right of Access to Public Schools" (Revised, 1992).
AVAILABLE FROM	National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116 ($10).
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Persistence; *Activism; Community Role; *Disadvantaged Youth; Educational Environment; *Educational Improvement; Elementary School Students; Elementary Secondary Education; Family Programs; High Risk Students; *Immigrants; *Minority Group Children; Parent Participation; Public Schools; School Funds; Secondary School Students; Social Environment; Student Evaluation; Student Placement
IDENTIFIERS	Language Minorities

ABSTRACT

This manual is designed to support community organizations, concerned educators, and parents as they work to improve local public schools on behalf of immigrant students. Each chapter focuses on central elements of quality schooling from the perspective of the young immigrant. Within each chapter, an analysis of current conditions prevalent in most U.S. public schools is followed by a series of action steps that activists can take to improve local schools. Concluding each chapter is a resource section that offers a list of publications and organizations pertinent to the main subject of the chapter. Chapter topics are as follows: (1) Parent Participation; (2) Assessment and Placement; (3) Learning Environment; (4) School Social Climate; (5) Support Services; (6) School Funding; and (7) Taking Action. The manual concludes with a directory of state and national immigrant student and immigrant family advocacy and support organizations. (GLR)

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Achieving the Dream

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How Communities and Schools Can Improve Education for Immigrant Students

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A PUBLICATION OF
THE NATIONAL CENTER FOR IMMIGRANT STUDENTS
NATIONAL COALITION OF ADVOCATES FOR STUDENTS
BOSTON, MA

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Achieving The Dream

How Communities and Schools Can Improve Education for Immigrant Students

A PUBLICATION OF
THE NATIONAL CENTER FOR IMMIGRANT STUDENTS
NATIONAL COALITION OF ADVOCATES FOR STUDENTS
BOSTON, MA

©1993
Library of Congress Number: 93-85439
ISBN 1-880002-05-1

ACKNOWLEDGMENTS

This publication was partially supported by grants fromThe Ford Foundation and The Andrew W. Mellon Foundation. A crucial planning conference was hosted by The Johnson Foundation of Racine, WI.

The opinions expressed here are those of NCAS and the National Center for Immigrant Students and are not necessarily those of the funders. The National Center for Immigrant Students assumes full responsibility for any inaccuracies or errors that appear in the following pages.

Additional resources are available from **CHIME (Clearinghouse for Immigrant Education),** an interactive clearinghouse and networking service which facilitates access to resources on immigrant education. For more information call the toll-free number **1-800-441-7192.** *New Voices* newsletter is a quarterly publication focussing on the education of immigrant students. Contact NCAS to request the *Catalogue of Resources* and information about becoming an NCAS Subscriber.

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FOREWORD

This manual is designed to support community organizations, concerned educators, and parents as they work to improve local public schools on behalf of immigrant students.

Each chapter focusses on central elements of quality schooling from the perspective of the young immigrant. Within each chapter, an analysis of current conditions prevalent in most U.S. public schools is followed by a series of concrete action steps which activists can take to improve local schools. At the end of each chapter, a Resources section offers publications and organizations pertinent to the main subject of the chapter. The manual concludes with a directory of state and national immigrant advocacy and support organizations.

In 1986, NCAS began the first comprehensive national study of immigrant students in U.S. public schools. Since publishing *New Voices: Immigrant Students in U.S. Public Schools* in 1988, NCAS has continued to document problems and highlight solutions for the special problems immigrant students face in U.S. schools.

In 1990, NCAS established the National Center for Immigrant Students with the broad mission of supporting the school success of young immigrants. The National Center conducts ongoing research and policy development, maintains a collection of publications and resources, and publishes a periodic newsletter titled *New Voices*. If you wish to learn more about the National Center or receive the newsletter, please write or call: NCAS, 100 Boylston Street, Suite 737, Boston, MA 02116, (617) 357-8507.

The National Center also offers direct support to immigrant communities and schools through CHIME (Clearinghouse for Immigrant Education). CHIME is an interactive clearinghouse and networking service that facilitates access to educational materials, organizations, and individuals for schools, advocates, community organizations, and parents concerned with the effective education of immigrant students. To participate, call CHIME at 1-800-441-7192 or write to: CHIME/NCAS, 100 Boylston Street, Suite 737, Boston, MA 02116.

The information contained in this manual is condensed from other NCAS publications, particularly *New Voices: Immigrant Students in U.S. Public Schools* (1988); *The Good Common School: Making the Vision Work for All Children* (1991); and *Immigrant Students: Their Legal Right of Access to Public Schools* (Revised, 1992). See these publications for full documentation and bibliographies.

INTRODUCTION

Immigrant families come to the United States for many reasons. Some seek to escape political oppression or war. Others flee extreme poverty. Yet others come here to join loved ones. Once in the United States, nearly all immigrants become active searchers for the American Dream. History is replete with the contributions of immigrants. Many adult immigrants do not expect to achieve that dream for themselves, but rather for their children. Immigrant families consider education to be the single most important key to improved lives for future generations.

The daily burdens faced by most newcomers to the United States are overwhelming. They include efforts to obtain economic security, community, adequate housing, and health care. These tasks are made increasingly difficult by simultaneous needs to learn a new language and negotiate a new culture, often at the same time that family members are both recovering from the physical and emotional tolls of resettlement and waging a daily war with loneliness. The unrelenting nature of these burdens saps the energy of the families and the community organizations seeking to support them.

Therefore, it is often with great dismay that both immigrant parents and immigrant-serving community organizations come to understand that yet another important task awaits them. If their children are to succeed in United States public schools, immigrant parents and communities must understand this country's public school system and actively press for improved educational services for young newcomers.

NCAS's work on immigrant education is guided by a multi-ethnic National Advisory Board which established the production of this book as an important priority. *Achieving the Dream: How Communities and Schools Can Improve Education for Immigrant Students* is intended as a tool to help members of immigrant communities think about how they can support the school success of their children and youth.

NCAS assumes that the high value placed upon children and youth by these communities will provide the necessary motivation to engage in effective educational advocacy, even when time and energy are in short supply.

We are troubled by evidence of growing anti-immigrant sentiment in the United States since we value the rich contributions made by newcomers and the many possibilities that their presence creates, for them and for our country. NCAS remains committed to improving access to quality public education for this very diverse group of young people. It welcomes feedback on this book and offers additional assistance to those who will use it as a tool for making public schools more responsive to the needs of foreign-born children.

Aurelio Montemayor
Chairperson, National Advisory Board
National Center for Immigrant Students

CHAPTER 1
Parent Participation

Barriers To Immigrant Parent Participation

Immigrant parents offer a rich resource to bridge gaps of language and culture between schools and immigrant communities. With help from immigrant parents, schools can offer a social climate and curriculum that respects the young immigrant's background and life experience. A positive school climate allows educators to maximize each child's chance for academic and social success by building on strengths while understanding weaknesses.

For students, involvement by their parents results in academic gains, better behavior in school, more positive attitudes toward school, lower absenteeism, improved self-esteem, and better homework habits. For parents, participation in schooling provides increased self-confidence, positive attitudes toward school and school staff, and improved communication with their children. When schools reach out to parents, they gain increased support from the local community, improved staff attitudes toward parents and students, and a greater range of resources and services to meet student needs.

As these benefits become more widely understood by educators and parents alike, building partnerships between parents and schools has become one of the most promising areas of school reform.

Along with the traditional barriers that discourage parent involvement with schools, immigrant parents face unique problems.

Home/School Discontinuity

"I feel apart—that I'm not taken into account about my child's education."

Salvadoran Parent
San Francisco, CA

Because most U.S. public schools remain anchored in this country's dominant culture, school climate generally reflects middle-class Anglo values, the view of history is European, and the language is English.

By contrast, immigrant communities and families are often anchored in the values of their native lands. Their cultural orientation may be Asian or Latino, the home language may be Vietnamese or Spanish, and their life experience may encompass the terror of political oppression, the horror of civil war, or the grinding daily realities of economic oppression.

For immigrant parents and children, native culture shapes personal behavior and attitudes—both in school and at home. When these differences are compounded by barriers of language, U.S. public schools and immigrant families can find themselves very far apart.

When a school's curriculum, staff, and services fail to welcome or even acknowledge other cultures, parents are sent a powerful message that they are not valued or wanted by the school.

School Organization

"I don't know anything about the school system, so I don't know what to change."

Laotian Parent
Long Beach, CA

The organization of most U.S. public schools can discourage active participation by immigrant parents. Many schools fail to provide immigrant parents with even the basic information in a language they can understand. More often than not, schools also fail to inform parents about their rights, their children's rights, or how U.S. schools operate.

Immigrant parents are rarely offered complete native-language information about the full range of school programs, services, and events open to them. As a result, immigrant students may not have equal access to school programs, after school activities, and counseling services.

Schools often make decisions in ways that exclude immigrant parents. School-site council meetings that are publicized and conducted only in English do not invite participation by immigrant parents. Meeting times and locations do not always respect the demands of employment, child care, and transportation that burden struggling immigrant families.

For some immigrant parents, direct participation in school decision-making is a novel and intimidating concept. Unless immigrant parents are encouraged and supported by schools and made aware that their participation is appropriate and constructive, they may be unlikely to step forward and take part.

School Staff

> **"Parents could support their children's efforts to learn if they had good communications with teachers and counselors."**
>
> **Haitian Parent**
> **Miami, FL**

Like the schools, most school staff are also anchored in the values of white, middle-class society. They are likely to speak only English and have little direct experience dealing with young children from other cultures. Most teacher-training institutions offer no training in multicultural instruction.

The general lack of multilingual, multicultural school staff requires immigrant children and parents to learn and adopt middle-class, Anglo language and behavior or remain cut-off from much of school life.

School staff attitudes about other cultures must be openly examined and discussed in order to challenge faulty assumptions about immigrant parents' willingness or capacity to contribute to their children's schooling. Otherwise, school staff may view parents as the problem rather than as a valuable opportunity for positive collaboration.

Cultural Conflicts

> **"Although he is getting Westernized very fast, I think my son should always remember and treasure his heritage."**
>
> **Filipino Parent**
> **Spring Valley, NY**

Along with language barriers and the demands of employment, child care, and transportation, the tension of negotiating conflicts between school culture and home life can be a great source of strain on immigrant families.

Young immigrants are often called upon to bridge gaps of language and culture between schools and immigrant families. With one foot in the dominant U.S. society and one in their native culture, immigrant children link two worlds, interpreting one for the other.

Immigrant parents with strong links to their native culture may be baffled by their children's attraction to U.S values and behavior. Youngsters seem to be abandoning their heritage for new ways their parents cannot support or even understand.

For some immigrant parents, schools may appear to be the cause of this trouble because that is where their children are exposed to U.S. culture and values. Parents may feel resentment and anger toward schools which, left unaddressed, can be a serious barrier to positive parent participation.

Schools and Immigrant Community Organizations

> **"The schools should try harder to reach the parents."**
>
> **Haitian Parent**
> **Miami, FL**

Local organizations that serve immigrants can be a rich source of information, understanding, and direct services for immigrant students and parents. Nevertheless, many schools are reluctant to tap the knowledge and experience these organizations have to offer. In many cases, schools either fail to reach out to such groups or deliberately bar them from participation.

Community groups often report great frustration with attempts to coordinate their services with schools, finding that schools fail to take them seriously or expect their services to be free. However, when forced to deal with the needs of immigrant students, schools often turn to immigrant organizations for their expertise and assistance.

Supporting Immigrant Parent Participation

Under U.S. law, public schools must provide immigrant students with equal access to a free education. Because parent participation is essential to a quality education, schools have the responsibility to reach out to immigrant communities to invite and include foreign-born parents in every aspect of school life.

Working With Schools

Most immigrant community organizations are understaffed, underfunded, and overworked. Because these groups are a front-line resource for a wide variety of community needs, education issues may not always be at the top of the agenda. In light of these realities, schools must take on the primary responsibility to fund, staff, and supply materials for programs that support immigrant parents.

In some cases, immigrant community organizations may be able to offer direct support and services to schools and families to enhance immigrant parent participation. Even with such collaboration, however, schools should be held accountable to fully meet their responsibilities to immigrant communities.

Some schools welcome the opportunity to work with parents and the community. Other schools resist such efforts for a variety of reasons. New services or programs place further demands on already overburdened staff, funding, and facilities. Schools may believe they can do the job better by themselves or, perhaps, that a service requested by the community is just not all that important.

School attitudes toward collaboration will fundamentally shape the strategies parents and immigrant organizations must adopt to achieve the action steps outlined in this section. When school resistance is encountered, efforts to achieve change will require time, resources, and community organizing.

Ensuring Full Information

One of immigrant parents' greatest needs is for native-language counseling and materials to ensure that parents have full information about education rights, school procedures, and school curriculum and activities. Although schools have primary responsibility to meet this need, it may not happen without pressure from parents and the community.

Action Step: Schools should prepare accurate, native-language materials about the educational rights of immigrant children and broadly distribute them to immigrant families and community organizations.

The first and most basic information parents require concerns their child's right to a free public education, regardless of immigration status. When parents fully understand this right, they can act with greater confidence, knowing they are backed by the full force of U.S. law.

Action Step: Schools should prepare native-language materials offering general orientation information and guidance with enrollment procedures. These should be broadly distributed to immigrant families and community organizations.

For many immigrant parents, the initial encounter with schools can be very intimidating. Orientation materials and guidance with enrollment in a language they can understand is both helpful and welcoming. Information about school structure and governance should be included here.

Action Step: Schools should translate all information sent home to parents into the family's primary household language.

All information the school sends to parents about school programs, events, or services should be provided in each family's primary household language. This includes information concerning individual student performance or behavior.

Community organizations can support these efforts by:

- Linking schools with competent translators.
- Helping schools to identify primary household languages.
- Ensuring translated materials are accurate and complete.
- Working with schools to distribute materials to immigrant parents.
- Monitoring outreach activities to ensure schools contact every immigrant group in the community.

Action Step: Schools should utilize bilingual/bicultural personnel to assist families with enrollment procedures, decisions about school programs and services, and to help interpret parents' concerns to the school and school's concerns to the parents.

Few steps can produce more progress with immigrant parents than providing bilingual personnel to bridge the gaps of language and culture that divide schools and foreign-born families. When possible, bilingual/bicultural personnel should be employed by the school system on a full-time or part-time basis. Bilingual teachers, counselors, classroom aides, and parent volunteers can make vital contributions.

Community organizations can contribute by:

- Recruiting competent bilingual/bicultural personnel for schools.
- Working with schools to ensure adequate training.
- Monitoring schools' efforts to provide comprehensive multilingual and multicultural support and outreach.

Parents and School Staff

School staff attitudes, as well as their ability to understand and communicate, can encourage or frustrate immigrant parents' involvement in schools. Schools must provide adequate resources and training to prepare all staff—from classroom teachers to front office receptionists—to welcome and value immigrant parents when they visit school.

Action Step: Schools should train all staff to understand the legal rights of immigrant children and families.

All school personnel must fully understand the right of immigrant children to a free public education regardless of immigration status. In the absence of such understanding, school staff might impede or discourage immigrant parents' efforts to become involved in their children's education.

A clear understanding of these rights gives confidence to school staff who want to advocate on behalf of immigrant students.

Action Step: Schools should provide interpreters when needed for all parent/staff interactions.

Immigrant parents cannot play a meaningful role in their children's schooling unless they understand what is said at teacher/parent conferences, school-site council meetings, or special school events. School staff must also be able to understand what immigrant parents have to say.

Bilingual students should not be used as interpreters for parent/school interactions. While it may be convenient, it burdens the child with the responsibility of acting as a bridge between adults and teachers.

Action Step: Schools should provide multicultural training to all staff.

As noted, most staff in U.S. public schools have been raised in middle-class, Anglo society and have little experience with other languages and cultures. They are not likely to have received pre-service training in multicultural awareness.

Effective multicultural training allows staff to consider and confront attitudes about their own culture and the culture of others. By examining issues of race and class and developing a broader view of the world and its historical development, school personnel are better prepared to encounter and understand parents and children from diverse backgrounds.

Community organizations can help by:

- Working with schools to identify competent bilingual personnel.
- Monitoring schools' efforts to provide interpreters at the widest range of school meetings and events.
- Urging schools to require and provide quality multicultural training.
- Identifying competent multicultural trainers.
- Monitoring schools' efforts to ensure that all staff receive quality training.

Educating Parents

Schools can encourage positive home/school relations by helping immigrant parents develop new knowledge and skills.

Action Step: Schools should educate immigrant parents about the operation of U.S. public schools using bilingual/bicultural personnel and native language materials.

In many other cultures, the relationship between school and home is very different than in the United States. Unless immigrant parents are advised of these differences, they are likely to assume that the ways of their native country are appropriate here.

Unless immigrant parents understand that adults in the U.S. are expected to be vigorous advocates for their children, they may not feel it is right to do so. Until concepts such as school choice or gifted and talented programs are understood, immigrant parents cannot help their children gain full access to U.S. public schools.

Action Step: Schools should provide immigrant parents with special on-site classes to address their language and educational needs.

One effective way schools can reduce barriers between home and school is to invite immigrant parents into the classroom to help them master English or improve their education by providing adult education in their native language.

Improved English or native-language literacy also helps parents assist their children with school work at home. Such programs should be provided in the evening at the school site to allow attendance by working parents.

Community organizations can help by:

- Urging schools to provide native-language orientation to immigrant parents.
- Helping schools translate written orientation materials.
- Identifying competent bilingual personnel to interpret training sessions.
- Helping schools recruit parents to attend adult education classes.

Monitoring Schools

Parents and immigrant community organizations can play a central role in school improvement by carefully and consistently monitoring school performance. Monitoring provides hard data that courts find persuasive and schools find difficult to ignore.

Parents can also make a vital contribution to positive school climate by advising schools on intergroup relations or by helping to mediate student conflicts.

Action Step: Schools should establish multicultural community advisory boards to monitor the academic progress and school experiences of immigrant students and advise schools on intergroup relations and student conflicts.

Schools should regularly compile data on achievement, disciplinary actions, special education placements, grade retention, and drop-out rates for immigrant students. Comprehensive data should be made available to the community advisory committee for analysis and dissemination to immigrant communities.

Community organizations can support these efforts by:

- Working with schools to ensure that membership on community advisory boards reflects the entire community.
- Urging schools to collect and share data on immigrant students.

Immigrant Parents Challenge School Officials

As Somerville, Massachusetts became host to a rapid influx of Central American immigrants, racial incidents in the city increased. When their children were repeatedly threatened, harassed, and physically attacked by Anglo children, Latino parents decided to bring their concerns to the school superintendent.

Because school officials perceived the problem as stemming from the segregation of bilingual and monolingual children, they responded by developing a series of athletic and art programs designed to better integrate the student population. Although well-intended, the integration effort did not work very well. Too many classes continued to be composed of all Central American or all Anglo children and the athletic program involved financial fees that many Latino parents could not afford. But in spite of their frustration, Latino parents have continued to meet regularly to plan short-term and long-term actions to address the problems their children are having in school.

As an example of one short-term strategy, three Latino parents who volunteered to be part of a search committee to fill a vacancy in the school's bilingual program are pressing to hire a Latino teacher who is willing and eager to participate in extra-curricular activities with Latino parents and children. Addressing long-term goals, the parents have begun to educate the Latino community about the operation of the local school system. Realizing that more parents would participate in school activities that relate to their daily concerns, the parents began a series of monthly talks on topics relevant to Latino families. Presented by Latino professionals, the talks have focused on issues such as immigration, housing, health care, and gangs.

Looking to the future, the Latino parents hope to establish a two-way bilingual program to teach students in both Spanish and English, allowing all children to learn both languages. The Latino parents see the two-way bilingual program as a strategy to unite Anglo and Latino communities by bridging differences of language and culture.

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Resources

Many of the publications below can be ordered directly through CHIME. Please call CHIME (1-800-441-7192) for information on prices and availability. When ordering, please refer to the CHIME identification number displayed in the listing (ie. L000434).

Establishing Parent Involvement Programs

Southeast Asian Refugee Parents: An Inquiry Into Home-School Communication and Understanding.
Blakely, Mary M. (1983). *Anthropology & Education Quarterly* 14(1), 43-68. 25 pages. L000045:
In an effort to foster communication and understanding between school personnel and Southeast Asian refugee families, one school district interviewed parent representatives of different student populations to learn more about their perspectives on their child's education. This article describes the process and provides information on family characteristics, cross-cultural communication, parent involvement, and bilingualism. Available from *Anthropology and Education Quarterly*, American Anthropological Association, 4350 North Fairfax Drive, Suite 640, Arlington, VA 22203. 703-526-1902.

Schools and Language Minority Parents: The Optimum Solution.
Gonzales, Berta (Fall 1986). *Catalyst for Change: Journal of the National School Development Council* 16(1), 14-17. 4 pages. L000043:
Traditionally, schools have included language-minority parents only peripherally in the education process. Instead, educators should provide training for parents and establish an environment that fosters security, dignity, and respect for parents' ideas and opinions. The author profiles Project OPTIMUM in Oakland, California as an example of a successful parent training program. Available from CHIME.

Together is Better: Building Strong Partnerships Between Schools and Hispanic Parents.
Nicolau, Siobhan, and Carmen Lydia Ramos (1990). New York: Hispanic Policy Development Project, Inc. 71 pages. L000014:
This book attempts to bridge the gap between schools and Latino parents—to help all parties understand each other's cultures, goals, hopes, and needs. It explores successful strategies used by 42 schools nationwide to recruit and retain Latino parents in effective school-parent partnerships. Available from Hispanic Policy Development Project, Inc., 250 Park Avenue South, Suite 5000A, New York, NY 10003. (212) 529-9323.

Center on Families, Communities, Schools, and Children's Learning
Joyce Epstein, Johns Hopkins University, Co-Director; Don Davies, Boston University, Co-Director
3505 N. Charles Street, Baltimore, MD 21218, (410) 516-0370
Through research, field studies, national statistics, and school community collaborations, the Center seeks to understand and build partnerships among and between families, schools, and communities. Several current projects address parent-school relationships with immigrant communities.

Intercultural Development Research Association
5835 Callaghan Road, Suite 350, San Antonio, TX 78228-1125, (210) 684-8180
For many years, IDRA has provided bilingual parent trainings and workshops that are flexible in their design and content on topics such as developing children's reading skills, setting up a teacher conference, and improving communication skills. IDRA also provides technical assistance for schools and community organizations seeking to develop effective parent participation programs.

Project Excel
National Council of La Raza (NCLR), 810 First Street, NE, Suite 300, Washington, DC 20003-4205, (202) 289-1380
Project Excel demonstrates and evaluates effective models by which Latino community-based organizations can improve educational outcomes for Latino students. One of the components of the project is Parents as Partners, a program in which community organizations offer training and assistance to parents so that they can become active partners in their children's education. Community organizations implementing parent involvement programs receive training, resources, and technical assistance from NCLR.

Resources for Parents

A Handbook for Immigrant Parents. Protect the Educational Rights of Your Children.
Multicultural Education Training and Advocacy, Inc. (1990). San Francisco: Multicultural Education Training and Advocacy, Inc. 18 pages. L000019:
Focusing on common problems that young newcomers encounter in U.S. public schools, this handbook describes federal laws that protect the educational rights of immigrant students. It describes a child's rights to attend school, to have help learning English, and to be free from INS harassment. Also available in Spanish (L000020). Available from CHIME.

Queridos Padres: En Los Estados Unidos La Escuelaes Nuestra Tambien.
Nicolau, Siobhan and Carmen Lydia Ramos (1990). New York: Hispanic Policy Development Project, Inc. 26 pages. L000015:
This pamphlet stresses how parents are their children's first teachers and discusses the basic skills parents should teach to children. Parents are encouraged to establish relations with teachers, attend teacher/parent conferences and school functions, and participate in school decision-making and governance. Also available in English (L000016). Available from Hispanic Policy Development Project, Inc., 250 Park Avenue South, Suite 5000A, New York, NY 10003. (212) 529-9323.

Making the Most of Your Child's Education: A Guide For Parents.
Pell, Elena and Elizabeth Weiser Ramirez (1989). Washington DC: ASPIRA Association Inc. 63 pages. L000076:
This booklet introduces parents to some practical ways Latino parents can work with their children to help them succeed in school. Using respectful and supportive language, the booklet emphasizes how families and friends can work together to improve opportunities for Latino children. Also available in Spanish (L000077). Available from ASPIRA Association, Inc., National Office, 1112 16th Street NW, Suite 340, Washington, DC 20036. (202) 835-3600.

Making the Most of Your Child's Education: More Topics For Parents.
Pell, Elena and Elizabeth Weiser Ramirez (1990). Washington DC: ASPIRA Association Inc. 43 pages. L000063:
Second in a series, this booklet for Latino parents offers practical advice on ways parents can work to improve schools and serve as invaluable resources to schools by attending school functions, volunteering, and maintaining contact with teachers. Also available in Spanish (L000064). Available from ASPIRA Association, Inc., National Office, 1112 16th Street NW, Suite 340, Washington, DC 20036. (202) 835-3600.

Padres a la Escuela (PAE)
National Committee for Citizens in Education, 900 2nd Street NE Suite 8, Washington DC 20002-3557
Parent Help Line (800) 638-9675, Bilingual Help Line (800) 532-9832
Padres a la Escuela (PAE), a project of the National Committee for Citizens in Education (NCCE), seeks to improve education for Latino students through parent involvement. Through its Bilingual Help Line and the National Hispanic Education Clearinghouse, PAE collects and disseminates information to parents about programs, organizations, and services for the improvement of Latino education.

***The Rights of Limited English Proficient Students: A Handbook for Parents and Community Activists* (Revised 1992).**
Multicultural Education, Training and Advocacy, Inc. (META). San Francisco: META. 55 pages. L000576:
This manual contains comprehensive information about the legal requirements of education programs that serve students who are not proficient in English. Topics addressed include: assessment, staffing requirements, instruction, mainstreaming, and funding. The manual is also available in English, Spanish, Vietnamese, and Cantonese. Available from META, 524 Union Street, San Francisco, CA 94133. (415) 398-1977.

CHAPTER 2

Assessment and Placement

Problems With Student Assessment and Placement

At a time when flexibility and innovation are needed to serve students with different languages, backgrounds, and cultures, public schools are using increasingly rigid methods of measuring students' academic capacity and performance. Problems with inflexible assessment methods are compounded when school staff have little or no grounding in the language or culture of the children they are trying to teach.

All too often, schools use inappropriate and invalid standardized assessment tests to make far-reaching decisions about placing a child in a particular grade or school program. These test don't work very well for U.S.-born children; they are even less reliable for immigrant children.

Placement decisions regarding bilingual education and special education have profound and lasting impacts on a young immigrant's life in school and beyond. Yet, these important decisions are often made by school personnel who are ill-prepared to properly measure an immigrant child's strengths and weaknesses.

U.S. public schools continue to group children for instruction on the basis of their perceived "ability,"as measured by standardized tests. Because grouping children by "ability" begins as early as kindergarten, this practice is one of the most significant factors in shaping the quality of education a child receives. Faced with these destructive school practices, immigrant parents are provided with little or no native-language information or advice to help them sort out the dangers of standardized testing, grade retention, and tracking.

Access to Schooling

"Enrolling my children in school was difficult because the person who attended me could not speak Spanish."

Mexican Parent
Chicago, IL

All immigrant students have a right to attend U.S. public schools regardless of their documented or undocumented status as a result of the U.S. Supreme Court ruling in *Plyler v. Doe* (1982). Because most school administrators are aware of this landmark legal case, schools across the nation generally acknowledge an immigrant student's right of access.

Access to the school building, however, does not constitute access to the full range of a school's academic and social opportunities. The rights granted by *Plyler v. Doe* become hollow when barriers of language and culture deny young immigrants access to many school programs, support services, and extracurricular activities.

Lack of Appropriate Assessment

"I felt very apprehensive about the ESL test. I was afraid I would not do well on it, so I was confused, anxious, and worried."

Vietnamese Student
Amherst, MA

As a result of a serious shortage of bilingual assessment personnel in the nation's public schools, most school professionals who assess immigrant children are not from the same linguistic or cultural background as the child. Without a linguistic or cultural link to the child's background or life experience, school personnel may make mistakes when they try to measure the student's strengths and needs.

Proper assessment of immigrant students is made more difficult by the lack of linguistically or culturally appropriate tests or procedures. Even when assessment personnel possess the appropriate language and cultural skills, they are often thwarted by standardized tests that are poorly designed and culturally biased. Because native-language standardized tests may simply have been translated directly from the English versions, they retain all of the problems presented by English standardized testing.

Additionally, these tests are developed in reference to English-speaking children and may not be valid in other languages.

Standardized tests used to measure the special education needs of immigrant students are of particular concern. Because these tests are not validated for this purpose, children with limited English who are not handicapped may be incorrectly identified as learning disabled or mentally retarded because they are linguistically or culturally different.

Lack of School Records

Many young immigrants have fled to the U.S. from countries where war and violence have devastated the school system. In Cambodia, for example, the systematic execution of teachers brought formal schooling to a halt for many years.

As a result, an immigrant child's school records may have been lost or destroyed, or a child may have been out of school for an extended period. In some cases, the breakdown of the school system has left immigrant families and children with no formal education. For foreign-born teachers, loss of school records from their native land further complicates the problem of gaining certification to teach in U.S. schools.

Misplacement in Special Education

> **"They thought he did not know English because he did not talk well. But when they gave him an English exam, he passed it."**
>
> **Mexican Parent**
> **Los Angeles, CA**

When teaching and assessment personnel are unable to distinguish between true learning handicaps and the normal process of second language acquisition, some language-minority children may be inappropriately placed in special education programs while others—who truly need such services—are passed over. Although such decisions may be based on a sincere desire to provide assistance to a child who is not succeeding in the regular classroom, this does not help a child to gain full mastery of classroom English. Instead, the child is labeled as handicapped and exposed to learning strategies that won't address the real problem.

School personnel often fail to distinguish between oral language proficiency in an interpersonal context—such as the playground—and the level of language proficiency required to achieve academic success, leading teachers to conclude that a child has mastered English before she has really done so.

Researchers suggest that children need two years to gain oral skills and five to seven years to gain the skills needed for academic success. They note that normal English language errors can be incorrectly seen as indications of a learning handicap. Common symptoms such as poor comprehension, lack of attention, or an inability to follow directions may actually reflect the child's limited capacity to understand the teacher's language.

A severe shortage of bilingual special education teachers causes many educators to consider bilingual education and special education as mutually exclusive services. As a result, students with limited English language skills are placed in English-language special education classes in the hope of gaining more individualized instruction. In fact, most special education classes offer little more individualized instruction than the mainstream classroom. Because educators hold such low expectations for special education students, these children fall further and further behind.

Grade Retention

> **"When I had to repeat the 7th grade, I was ashamed and frustrated."**
>
> **Haitian Student**
> **Brooklyn, NY**

When inflexible school practices fail to consider the varying pace at which students learn, some children are labeled as failures and required to repeat a grade. Current research indicates that repeating a grade is a poor remedial strategy. In fact, most students learn better when promoted and given additional assistance. One major study noted that a child who repeats a single grade faces a 30% to 50% increase in the chance he will drop out of school. When a child repeats more than one grade, that chance increases by 90%.

Barriers of language and culture can result in academic and social problems, increasing the likelihood that immigrant students will be forced to repeat grades. This danger is magnified because immigrant parents are often reluctant to challenge education decisions made by teachers and school administrators.

Ability Grouping

Most public schools sort children into different instructional groups on the basis of standardized test scores which were never intended for this purpose. Once sorted into "high" or "low" instructional groups, children are offered vastly different brands of education.

Students who learn more slowly are sorted into "low" groups, where they usually receive a less engaging curriculum that can close the door to higher education. Students in "high" groups are presented with a more challenging curriculum taught by the best teachers. This practice is called "ability grouping" or "tracking."

Once placed in a "low" group, it can be very hard for a child to break out into a higher group as she progresses through school toward graduation. When children are told by adults that they are "slow," they soon come to believe it. The combination of low expectations from teachers and parents and low quality instruction can alienate a student from school—a response that dramatically increases the chance of that student leaving school before graduation.

The use of English-language standardized tests as the sole basis for assigning students to differing academic tracks places immigrant students at greater risk for placement in "low" academic tracks. When students with limited use of English are denied entrance to higher tracks because they have not yet mastered classroom English, they are being unfairly labeled as "slow" learners—a decision that will shape the child's entire education.

Encouraging Appropriate Assessment and Placement

Appropriate assessment and placement of immigrant children may require a broad range of vital professional services, including assessment of language skills, prior education, social development, special education needs, and physical and mental health. The task of providing this array of assessment services in a variety of native languages is a challenge for most schools.

Action Step: Schools should provide comprehensive intake and assessment services staffed with trained bilingual/bicultural personnel.

Many school systems with large immigrant populations have established centralized intake and assessment centers that serve young immigrants from many schools or an entire school district.

Housing these services in a single location controls costs by reducing duplication of services and allows immigrant parents—many of whom have full-time employment—to accomplish the entire pre-registration and preliminary assessment process at one time.

Action Step: Schools should assess immigrant students in their native language in all content areas until they master English.

To be effective, student assessment must be carried out in the child's primary language, often a language other than English. An immigrant child's academic and social skills can be hidden by poor language skills. Limited command of English can appear to indicate learning disabilities when, in fact, they are not present.

Proper assessment of oral, written, and reading language skills must be carried out in the child's dominant language. Evaluations in the dominant language should extend to math, science, and basic skills. When examining a child for a possible learning disability, assessment must be carried out in both the child's native language and in English. A true learning disability will be apparent in both languages.

After a student has made the transition to the monolingual classroom, schools should provide ongoing assessment of English language skills. If necessary, continued native language support should be provided until the child has gained full command of classroom English.

Action Step: Schools should be encouraged to use a variety of assessment strategies to make important education decisions.

Decisions such as grade promotion and placement in special education should not be made on the basis of a single standardized test. Schools should be encouraged to develop an inventory of creative assessment instruments that evaluate literacy and other basic skills in the child's primary language.

Some schools have found success with a "naturalistic" approach that involves observing the immigrant child in a variety of settings to learn about her language and reasoning skills. Researchers suggest that effective assessment should emphasize pragmatic, real life circumstances such as asking the child to describe a culturally appropriate picture or talk about something he has brought from home.

Action Step: Schools should establish multi-disciplinary teams to monitor and review placement decisions concerning immigrant students.

As noted, differences in language and culture put immigrant students at greater risk for misplacement in special education classes and lower academic tracks, as well as inappropriate grade retention. These risks can be minimized by establishing a broadly-based team to review all school placement decisions.

The review team should draw upon the full range of the school's resources, including expertise in special education and psychology. The team must also involve adults who command the language and culture of the child under review in both the pre-referral screening process and in the development of subsequent education options.

Review of the immigrant child's case should include a thorough examination of the child's life experience and education prior to referral, systematic classroom observations of the child's behavior, and documentation that educators have first tried alternative teaching methods in the regular classroom.

Naturally, establishing such a review team will require the school to allocate funds for hiring appropriate bilingual/bicultural support personnel and to train teachers and paraprofessionals who serve limited English proficient children.

Action Step: Schools should educate immigrant parents about the important impacts of assessment and placement decisions.

Most immigrant parents are unaware of the serious impacts of grade retention, tracking, or placement in special education. Many come from cultures that do not encourage challenging educators' decisions.

As part of the initial intake and assessment process, schools must help immigrant parents understand that they have a central role as advocates for their children. Schools should establish an appeal procedure for all placement decisions and educate immigrant parents in their native languages about how to use this process.

Schools should also keep a record of all placement decisions and make this data regularly available to parents and the community. If the data indicate uneven treatment of students on the basis of language, culture, or ethnicity, the school should take immediate steps to rectify the problem.

Action Step: Schools should guarantee immigrant students full access to the entire range of instructional and extra-curricular activities.

Schools must be staffed with sufficient bilingual/bicultural personnel to allow immigrant students to attend all classes and school programs, regardless of their language and background.

To the greatest extent possible, immigrant and native-born students should be integrated in all school activities. Any "pull-out" programs—such as bilingual education or instruction in native languages—should be carefully aligned with the school's regular curriculum and be of equal quality in instruction, pace, and content.

Community organizations can support schools' efforts to make appropriate assessment and placement decisions regarding immigrant students by:

- Working with schools to identify and train bilingual/bicultural professionals and paraprofessionals with the proper linguistic and cultural skills to provide comprehensive native-language intake and assessment services for each of the immigrant populations served by the school system.
- Urging schools to establish professional multi-disciplinary teams to review all school placement decisions.
- Educating immigrant parents about the serious impacts of school decisions regarding tracking, grade retention, and placement in special education.
- Organizing immigrant parents and community members to monitor and review school placement decisions to ensure equity on the basis of language, culture, and ethnicity.
- Keep pressure on schools to identify, hire, and train a sufficient number of bilingual/bicultural instructors and staff to ensure full access to school programs and activities for all immigrant populations served by the school system.

Innovative Assessment of Immigrant Students

To help ensure appropriate services for their linguistically diverse students, the Fairfax County Public Schools in Virginia has developed a three-part assessment process. First, all registering students are given a Home Language Survey to find out if another language is spoken at home. Second, the school system has developed a "portfolio" method to assess English language proficiency. Third, the schools have translated and culturally adapted their mathematics assessment tests into more than 30 languages. The main goal of the assessment program is to discover if linguistically diverse students need academic assistance in addition to learning English.

Some Fairfax County immigrant students with limited or no schooling in their home country have trouble even in basic ESL courses. To meet the academic needs of these students, the Fairfax County ESL program has developed a series of "concept courses" in mathematics that condense the central concepts and skills of elementary level math into a year-long course. Students can take concept courses for a single semester or stay in them for up to two years while still receiving credit. The courses are taught by mathematics teachers with training in ESL methods and in working with unschooled and "low-schooled" students.

Along with the goal of closing the gap between where immigrant students left off schooling in their homeland and the proficiency required for high school level mathematics, the program also teaches basic English literacy skills. For example, teachers discuss linguistic differences in words ending in "er" or "est" as they relate to the mathematical concepts of "more" or "most." Curriculum guides are designed to help teachers relate classroom instruction to immigrant students' home language and culture.

In addition to mathematics, the Fairfax County school system offers high school and middle school concept courses in science and social studies.

Francisco Millet
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Resources

Many of the publications below can be ordered directly through CHIME. Please call CHIME (1-800-441-7192) for information on prices and availability. When ordering, please refer to the CHIME identification number displayed in the listing (ie. L000434).

Addressing Misplacement in Special Education

19 Steps for Assuring Nonbiased Placement of Students in Special Education.
Tucker, James A. (1980). Virginia: ERIC Clearinghouse on Handicapped and Gifted Children. 27 pages. L000418:
School district student placement practices often result in the overrepresentation of students of color in special education classes. This article provides a 19-step appraisal of data collection, evaluation, and placement procedures that may be used as a safeguard against biased placement of students. The steps have been drawn from actual practices in school districts across the country. Available from CHIME.

Preventing Inappropriate Referrals of Language Minority Students to Special Education.
Garcia, Shernaz B. and Alba A. Ortiz (1988). *NCBE New Focus* (5), 1-12. 12 pages. L000419:
To prevent inappropriate referrals of language-minority students to special education, it is important to examine the quality of mainstream education and the validity of the assessment and referral process. The authors offer Teacher Assistance Teams (TAT) as a prereferral intervention. TAT committees, comprised of regular classroom teachers, facilitate prereferral problem solving and explore alternatives to placement in special education. The authors offer an eight step model to determine the necessity of a special education placement. Available from CHIME.

Segregated and Second Rate: "Special" Education in New York.
Autin, Diana MTK, Emily Dentzer, and Briar McNutt (1992). New York, NY: Advocates for Children of New York. 121 pages. L000604
After extensive documentation of the segregation of special education students in New York state public schools, this book outlines the academic, social, employment, and administrative benefits of including students with special needs in mainstream classrooms and provides successful models for inclusion. The report concludes with recommendations for change. Available from Advocates for Children of New York, Inc. 24-16 Bridge Plaza South, Long Island City, NY 11101-4620. (718) 729-8866.

Special Education and the Culturally and Linguistically Different Child: An Overview of Issues and Challenges.
Willig, Ann C. (1986). *Reading, Writing, and Learning Disabilities* 2, 161-173. 12 pages. L000314:
Willig explores the reasons for disproportionate placement of minority and linguistic minority students in special education classes including problems of assessment and inadequate instructional practices. She explores ways to provide more accurate assessment and recommends a pre-referral phase where alternative teaching methods are tried in the mainstream classroom. Available from Hemisphere Publishing Corporation, 1900 Frost Road, Bristol, PA, 19007-1598. (800) 821-8312.

Bilingual Special Education Department of Special Education
EDB 306 The University of Texas Austin, TX 78712-1290 (512) 471-6244
The Department of Special Education offers undergraduate and graduate training programs with emphasis on students with disabilities who are bilingual or limited English proficient. The emphasis of the program is on meeting the students' special education needs in ways that are relevant in terms of language and culture. In addition to its training projects, the faculty are also involved in state- and federally-funded research and development activities. The program also publishes a free newsletter, *Bilingual Special Education Perspective*.

Council for Exceptional Children (CEC)
1920 Association Drive Reston, VA 22091-1589 (703) 620-3660
The Council for Exceptional Children is a national membership organization made up of special education teachers and administrators and parents of special needs children. CEC publishes two journals available to its members and maintains a resource library of relevant research on special education which can be accessed for a fee by both members and non-members. A free newsletter, *Ethnic and Multicultural Bulletin*, devoted to issues relevant to diverse student populations, is also available to non-members.

Addressing Problems with Assessment

Assessing Bilingual Students for Placement and Instruction.
Ascher, Carol (1990). *ERIC Clearinghouse on Urban Education Digest* (65), 1-2. 2 pages. L000451:
Standardized testing and other assessment procedures do not offer accurate assessment of ability for bilingual students, often leading to lower test scores and misplacement. This article provides an overview of the limitations of different approaches to assessment with respect to bilingual students, offers suggestions for new approaches to testing bilingual students, and argues that existing methods of testing should be modified to more accurately assess the potential of bilingual students. Available from CHIME.

Assessing Children with Limited English Proficiency: Current Perspectives.
Bernstein, Deena K. (1989). *Topics in Language Disorders* 9(3), 15-20. 6 pages. L000348:
This article points out a significant need for multiculturally and linguistically trained professionals in the field of assessment. Bernstein advocates supplementing or replacing the use of standardized tests with evaluation in a "naturalistic" setting. Speech language pathologists who are proficient in languages other than English are crucial for the proper assessment of limited English proficient students. Available from CHIME.

FairTest
National Center for Fair & Open Testing 342 Broadway Cambridge, MA 02139 (617) 864-4810
FairTest is an advocacy organization which works to end the misuse and abuses of standardized testing in schools and the workplace. With public education, technical assistance, and advocacy, FairTest raises public awareness of the dangers of standardized testing and the availability of accurate and educationally sound alternatives to evaluation.

Addressing Tracking

Crossing the Tracks: How "Untracking" Can Save America's Schools .
Wheelock, Anne (1992). New York, NY: The New Press. 311 pages. L000577:
A groundbreaking survey of schools throughout the country that have successfully "crossed the tracks" by reintegrating their classrooms, this book documents the actual experiences of schools as they reduce or eliminate ability grouping and strive to offer superior learning environments to all students. Available from W.W. Norton & Company, New York, NY, (800) 223-4830

Locked In/Locked Out: Tracking and Placement Practices in Boston Public Schools.
Dentzer, Emily and Anne Wheelock (1990). Boston, MA: Massachusetts Advocacy Center. 190 pages. L000523:
This comprehensive report examines how school-wide and district-wide practices that group children by "ability" erode the educational experience for all children and put large numbers of students at a disadvantage. After exploring the mechanisms of tracking and how it particularly impacts special education and bilingual education students, the authors explore alternatives to tracking and offer steps to de-track schools. Available from Massachusetts Advocacy Center, 95 Berkeley Street, Suite 302, Boston, MA 02116-6237. (617) 357-8431.

National Center for Restructuring Education, Schools, and Teaching (NCREST)
Box 110 Teachers College Columbia University New York, NY 10027 (212) 678-3432
NCREST seeks to document, support, and connect school restructuring efforts across the nation. NCREST believes that to create learning-centered, knowledge-based, responsible and responsive schools, fundamental and comprehensive changes must take place in school governance, teaching practices, curriculum, parent involvement, assessment, and policy.

CHAPTER 3

Learning Environment

The Need for Multicultural Schools

Chief among the ways in which U.S. public schools are unprepared to serve their rapidly changing student population are the lack of curricula and the shortage of teaching strategies designed to build on the languages, cultures, and strengths of students from other lands.

Teachers, administrators, and other school staff have not been equipped with the skills they need to properly instruct and advise immigrant students. Critical shortages of trained bilingual/bicultural personnel widen gaps of language and culture between U.S.-born teachers and their foreign-born students.

Bilingual education remains controversial, even when current research underscores its power to help immigrant and native-born students succeed in the classroom. In schools where bilingual education is offered, it is often of poor quality. In too many other schools, it is not available at all.

"I am sorry to say that there are no classes which can teach me about my culture or my native language."

Laotian Student
Greenfield, MA

When multicultural education is not an integral part of school life, teachers and other school staff do not understand the cultures and life experiences of the immigrant children they teach. Because most schools and teacher training institutions do not understand the importance of establishing a multicultural teaching environment, schools are faced with continued conflicts between native-born students and immigrant students.

Curricula and teaching strategies geared to the needs of middle class, Anglo students fail to address the realities of today's diverse classrooms. Not surprisingly, such curricula do not capture the interest of a growing number of students with life experiences that differ from the mainstream. Because multicultural curricula are altogether lacking in some schools, many teachers are left on their own to identify effective materials and instructional strategies that are meaningful to their foreign-born students.

Where multicultural education does exists, it is often of poor quality, failing to provide students with the insights they need to successfully bridge gaps of language and culture. Commonly, multicultural education tends to focus on trivial information like foods or holidays, describe historical events from an European perspective, and ignore issues of class and race. It is often simply tacked on to the existing curriculum and is viewed as relevant only for classrooms with significant cultural and racial diversity.

When differences in language and culture are seen as deficiencies rather than recognized as resources for learning and growth, the resulting misunderstandings among members of the school community are certain to amplify increased ethnic and racial tensions already facing our rapidly changing society.

Lack of Multicultural Staff

"My teachers know nothing about Haiti."

Haitian Student
New York City, NY

The challenges faced by public classroom teachers have heightened dramatically as student needs have become intensified by growing diversity of language and culture.

Across the nation, however, the dominant teaching style is still based on the assumption that the majority of students learn at an "average pace," with others clustered at the high or low end of the spectrum. Classroom instruction remains geared to this "average" student, excusing teachers from the difficult job of matching varied teaching strategies to children's varied learning styles—a task that is particularly challenging in the case of immigrant students.

Even though research shows that students learn best in circumstances that are personally or culturally familiar, most classrooms rarely acknowledge or build on the backgrounds or experiences of immigrant students. Instead, most classrooms are dominated by a middle class, Anglo perspective. By the end of the decade, an estimated 30% to 40% of public school students will be non-White, while the number of minority teachers is projected to continue to decline.

In general, U.S. public schools lack personnel with the language and cultural skills required to teach immigrant students effectively. When the school's entire workforce of teachers, administrators, and support staff fails to reflect the ethnic and cultural diversity of students it serves, school staff are unlikely to be sensitive to, or well-informed about different cultures and they may not be committed to the academic and social success of immigrant students. The school also fails in its responsibility to provide young immigrants with positive adult role models.

Identifying school staff with appropriate skills to instruct immigrant students is problematic. Despite the demand for bilingual personnel, schools seeking to recruit, hire, and train minority teachers are constrained by state laws related to tenure and by local regulations regarding the hiring, firing, and assignment of school staff. Barriers remain for foreign-born and educated teachers in the form of teacher certification regulations that favor U.S.-born educators. School staffing problems are further complicated by teacher training institutions that do not properly prepare their graduates for the school environments they are about to enter. In the majority of cases, young teachers are sent into highly diverse schools with little or no training in multicultural education. Even if quality multicultural curricula were generally available, most teachers have not been given the skills to successfully instruct a multicultural class. Schools often fail to address this deficiency with quality in-service training. Instead, teachers and support staff are usually left to fend for themselves.

The Challenge of Bilingual Education

> **"I can't speak English very well. I have difficulty understanding if they talk fast. On the first day, I felt so left out that I went home and cried in the bathroom."**
>
> **Filipino Student**
> **Jersey City, NJ**

The main purpose of bilingual education is to help a child gain sufficient competence in English to allow full access to the school's curriculum and activities while providing adequate transitional instruction in the child's native language to ensure grade promotion and graduation.

While no single approach to bilingual education has been found to be right for all situations, it is clear that some strategy is better than none at all. Because many schools offer no bilingual services or support, researchers estimate that up to two-thirds of the nation's children with limited use of English do not receive the language assistance they need to succeed in school.

Where bilingual education is available, it is often a minimal English as a Second Language program taught by monolingual English-speaking teachers using only English texts and materials. The main purpose of these programs is to get children into the mainstream classroom for instruction as soon as possible by substituting English for their native language. There is little concern about building on the child's skills by preserving and nurturing her primary language and culture.

An immigrant child's academic success is undercut when he does not receive basic instruction in his native language until he can gain enough proficiency in English to successfully enter the mainstream classroom. Children with limited English who are moved too quickly into the monolingual English classroom can be wrongly labeled as slow learners or as handicapped because their teachers do not understand that they have not yet mastered classroom English. According to researchers, a child can learn playground English in about two years, but it takes five to seven years to learn English well enough to write and comprehend written material. Bilingual education can also raise concerns about segregation. When schools pull students with limited English out of the regular classroom to provide English language instruction or bilingual education, these children can become isolated from the mainstream of school life. The students left behind in the regular classroom also lose out because they cannot benefit from experiencing the full range of the school's racial and ethnic diversity.

Immigrant parents are unanimous in their desire to have their children learn English. Many also want their children to retain their native language and culture. To complicate matters, some immigrant parents reject bilingual education because they do not understand its true goals. Others are wary because of negative experiences with poor programs. Most schools have been unable to meet the challenge of resolving bilingual education's competing demands, opting instead to ignore or minimize their students' complex language needs.

Creating Multicultural Schools

Action Step: Schools should provide quality multicultural education for all students, even in schools with no immigrant children.

Quality multicultural programs challenge the traditional public school curriculum, making it relevant to the experiences, cultures, and historical contributions of every member of the school community. By building appreciation for different cultures, multicultural education can encourage understanding among racial and ethnic groups and defuse intergroup tensions and conflicts. A growing body of research links multicultural education with academic gains in math, reading, and languages.

A multicultural program is most likely to succeed with strong leadership from the school principal, a committed planning committee with sufficient resources and support, and a paid professional program coordinator. Quality programs are well-publicized, long-term efforts with measurable goals and objectives.

Immigrant communities should be viewed as resources. For example, a school's multicultural education program can incorporate histories of local immigrants into the curriculum. Immigrant students can share the immigrant experience with other students and school staff. By establishing peer-tutoring programs, schools can utilize the language skills of immigrant children to enrich the learning experience of English-speaking students.

Action Step: Schools should establish understanding and respect for diversity as a basic goal of the curriculum.

A school's commitment to developing a multicultural environment should extend into every phase of its curriculum. Teaching children to understand and respect diversity should be a basic goal in every classroom. Bigoted, prejudiced, or discriminatory behavior by adults or students must be directly challenged through anti-racist instruction and materials. These goals should be explicitly incorporated into the school's mission statement.

Most commercially available multicultural curricula have been developed for social studies courses. However, growing demands for multicultural materials have encouraged community organizations and commercial publishers to branch out into other areas of school instruction. Quality materials are increasingly available, ranging from single lessons, to course units, to school-wide activities.

Schools can create their own multicultural curricula by utilizing immigrant students and families as teachers of the immigrant experience or by incorporating local histories of immigrant communities in the lesson plan. Student projects and activities can encourage respect for diversity by integrating immigrant and U.S.-born children in learning and problem solving.

Action Step: Schools should provide teaching materials that foster respect for cultural diversity.

Schools should provide textbooks, library books, and education materials that reflect the cultures and histories of the immigrant children attending the school. Textbooks and education materials should be available in a variety of languages other than English. Literature and other education materials should reflect the cultural backgrounds of each of the school's immigrant populations.

Schools should ensure representation from immigrant communities on committees charged with reviewing and recommending textbooks and materials. These committees should be sensitive to the portrayal of immigrant cultures and languages.

Community organizations can support efforts to establish multicultural schools by:

- Working with educators, parents, and community leaders to incorporate an explicit commitment to multiculturalism into the school's mission statement.
- Organizing parents and community leaders to urge that schools provide a quality multicultural curriculum that includes the perspectives of all immigrant populations in the community.
- Monitoring school-sponsored curriculum development committees to ensure representation from every immigrant population in the school community.
- Working with schools to identify quality multicultural curriculum and instructional materials relevant to the local immigrant communities.

Language Mastery

Action Step: Schools should provide native language instruction in all major content areas to students with limited English until they develop academic competence in English.

Native-language instruction increases the immigrant student's opportunity for academic success by allowing her to maintain academic achievement appropriate for her age and grade while she learns to master academic English. It also ensures full access to the entire range of the school's curriculum.

Native-language instruction with concurrent English language education should be available to all students with limited English in grades K through 12 to allow the student to fully master academic English before he is moved into the mainstream classroom. Entrance into the mainstream English-language classroom is usually rushed, putting the student with limited English at risk for academic failure.

One emerging strategy is two-way bilingual education. This approach provides instruction in two languages to all students. For example, in a school serving English and Spanish-speaking students, all would receive instruction in both English and Spanish. Each population would first master the "second language" (either English or Spanish), then continue to receive some portion of their academic instruction in that language. The result is a truly bilingual school in which every student has achieved academic command of two languages.

Immigrant community organizations can help schools provide quality bilingual education by:

- Educating parents, teachers, and community leaders about the academic and social benefits of bilingual programs to encourage them to become active advocates for bilingual education.
- Urging schools to establish, monitor, and evaluate bilingual programs for every language group in the school community.

Staff Development

Action Step: Schools should establish programs to recruit, train, hire, and promote bilingual staff, including teachers, administrators, counselors, support staff, and classroom aides.

Local schools should establish multidisciplinary committees that include bilingual/bicultural representation to identify staff development needs and to help design and implement programs to address those needs.

Schools should provide fiscal incentives such as loan forgiveness and salary incentives to encourage recruitment of bilingual staff. Emphasis should be placed on hiring personnel from local immigrant communities. Career ladders should be established to enable bilingual staff to advance to top administrative and management positions where they can provide immigrant students with positive adult role models.

Classroom teachers should be provided with periodic in-service training on second language acquisition theory and techniques, instructional techniques appropriate for diverse learners, and the learning needs and strengths of immigrant children. Schools should provide continuous in-service training for instructional bilingual personnel, including provisional teachers and classroom aides.

Schools should work with the state Board of Education to help foreign-born teachers negotiate the teacher certification and school application process. Certification policies should be altered to enable credentialing of more foreign-born teachers.

Action Step: Schools should recruit, hire, and train bilingual/bicultural personnel to act as liaisons to each immigrant community in the school population.

Schools can act to remove barriers of language and culture by hiring and training liaisons from every immigrant group in the school community. This relatively simple step dramatically facilitates communication and understanding between a school and the families it serves.

By creating appropriate career ladders and incentives, schools can enable bilingual school/community liaisons to become fully certified bilingual teachers. Such programs build strong bonds between the school and the community while also addressing the critical shortage of qualified bilingual personnel.

Community organizations can help schools improve their bilingual/ bicultural capacities by:

- Monitoring schools' efforts to recruit, hire, train, and promote bilingual/bicultural staff.
- Organizing parents and community leaders to urge schools to hire and train sufficient bilingual/bicultural personnel to serve every immigrant population in the school community.
- Working with schools to identify people from local immigrant communities to act as bilingual/bicultural liaisons between the school and the families it serves.
- Working with parents, educators, and community leaders to alter certification policies to facilitate credentialing of foreign-born teachers.

An Innovative Approach to Teacher Certification

Wheelock College's Urban Teacher Program seeks to expand the number of people of color in urban schools by introducing liberal arts graduates to the profession of teaching.

The eight-week program offers classes and practica that prepare students to be provisionally certified teachers in grades 1 to 6. Courses are offered on weekends and evenings during June, and during the day in July and the first two weeks of August. This intensive approach allows students to learn new skills without having to take the time off traditionally required by a teacher training program. Affordable rates encourage participation from different economic levels.

Students who enroll have a wide range of work experiences. Many have no previous teaching experience; others hold teaching positions in urban schools but lack proper certification. All students take a human development course, a course on understanding urban schools, a liberal arts/history course, and a two-part curriculum seminar that corresponds to a one hundred and fifty hour practicum at an urban school. The program includes a writing course for students who may need the support.

Assignments require students to work cooperatively, helping them to learn the skills of negotiation and compromise. All courses are founded on a multicultural perspective of teaching and learning. For example, the Urban Schools course examines how race, class, and gender influence power relationships in schools.

In addition to course requirements, students must take an additional seven credits at Wheelock College and complete a 300 hour apprenticeship at an urban school. Graduates receive seventeen credits that can later be transferred to complete a Master's degree at Wheelock College.

Dr. Shirley Malone, Director
Urban Teacher Provisional Certification Program
Wheelock College
200 The Riverway
Boston, Massachusetts 02215
(617) 734-5200

Resources

Many of the publications below can be ordered directly through CHIME. Please call CHIME (1-800-441-7192) for information on prices and availability. When ordering, please refer to the CHIME identification number displayed in the listing (ie. L000434).

Providing Quality Multicultural Education

Bridges: Promising Programs for the Education of Immigrant Children.
Olsen, Laurie and Carol Dowell (1989). San Francisco, CA: California Tomorrow. 174 pages. L000046:
Bridges presents 75 model programs that address different aspects of effective education for immigrant students. The following topics are included: multicultural student projects and curricula; conflict mediation, prejudice reduction and friendship programs; teacher training; parent involvement; and others. Available from California Tomorrow, Fort Mason Center, Building B, San Francisco, CA 94123. (415) 441-7631.

Curriculum Transformation for Multicultural Education.
Suzuki, Bob H. (1984). *Education and Urban Society* 16(3), 294-322. 18 pages. L000065:
Suzuki argues that multicultural education can transform the curriculum of schools in meaningful ways to improve the education of ethnically diverse student populations. He details ten guiding principles and strategies for effectively translating the theory of multicultural education into curricular practice. Available from CHIME.

Education of Linguistically and Culturally Diverse Students: Effective Instructional Practices.
Garcia, Eugene (1991). Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning. 11 pages. L000319:
Designed primarily for teachers, administrators, and policymakers, this report contains guidelines for effective instructional practices at all school levels. Based on interviews and classroom observations, Garcia identifies seven factors that contribute to the school success of linguistically and culturally diverse students. Available from CHIME.

Embracing Diversity: Teachers' Voices From California's Classrooms.
Olsen, Laurie and Nina Mullen (1990). San Francisco, CA: California Tomorrow. 97 pages. L000097:
Thirty-six teachers from California who teach classes with both US-born and immigrant students talk about creating a classroom climate supportive of diversity, integrating multicultural education across the curriculum, the challenge of bilingual education, and sustaining motivation for teaching. Available from California Tomorrow, Fort Mason Center, Building B, San Francisco, CA 94123.

California Tomorrow
Fort Mason Center, Building B San Francisco, CA 94123 (415) 441-7631
California Tomorrow is a non-profit organization committed to building a strong, fair, multicultural society by working with educators, advocates, community groups, and policymakers. Its projects in immigrant education, multicultural curriculum, and school restructuring alert the public to problems of inequity and also to successful program models which serve the needs of linguistically and culturally diverse students. California Tomorrow staff also provides consultation and technical assistance, and hosts regular forums and retreats on issues of diversity in education.

National Association for Asian and Pacific American Education (NAAPAE)
c/o Janet Lu ARC Associates, Inc. 310 8th Street Suite 220 Oakland, CA 94607 (510) 834-9455
Through a communication network of educators and community people, NAAPAE seeks to increase public awareness of the educational concerns and needs of Asian and Pacific American students. NAAPAE promotes the inclusion of Asian and Pacific American history and culture in the school curriculum, encourages research on Asian and Pacific American educational topics, and promotes the participation of educators familiar with Asian and Pacific American concerns in diverse educational roles.

National Center for Research on Cultural Diversity and Second Language Learning
399 Kerr Hall University of California Santa Cruz, CA 95064 (408) 459-3500
Through a variety of research projects, the Center seeks to improve school achievement for language-minority students, identify, develop, and refine teaching methods that incorporate the student's cultural background, and promote multicultural understanding. Research findings are widely disseminated through a series of short, accessible publications.

Network of Educators on the Americas
1118 22nd Street NW Washington, DC 20037 (202) 429-0137
Network of Educators on the Americas seeks to promote peace, justice, and human rights through critical, anti-racist, multicultural education. The organization develops and disseminates classroom resources on the historical, economic, social, and cultural traditions of Central America.

Providing Quality Bilingual Education

Bilingual Education Handbook: Designing Instruction for LEP Students.
California Department of Education (1990). Sacramento, CA: Bilingual Office, California Department of Education. 70 pages. L000269:
This booklet discusses the ways in which content area courses can be adequately and appropriately geared to limited English proficient students. The authors discuss ways to apply bilingual concepts in the major content areas, including language arts, history, and social sciences. The guide also identifies key features for successful bilingual education, including staff training, parent participation, curriculum development, and program assessment. Available from Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271. 916-445-1260.

Implementing Two-Way Bilingual Programs.
Romero, Migdalia (1987). *Equity and Choice* 3(3), 17-27. 11 pages. L000194:
Two-way bilingual programs present an innovative approach to language learning which promotes bilingualism for two language groups (usually English and a second language). The goal for each group is to maintain the native language while fostering the development of a second language. This article provides strategies for implementing a successful program addressing such issues as: setting goals, parent and community support, teacher preparation, and curriculum. Available from CHIME.

Synthesis of Research on Bilingual Education.
Hakuta, Kenji and Laurie J. Gould (1987). *Educational Leadership* 44(6), 38-45. 8 pages. L000204:
Hakuta and Gould provide a comprehensive review of recent research concerning various aspects of bilingual education. Topics addressed include: evaluation of various types of language programs, the process of second language acquisition, and the relationship between cognitive development and language learning. Available from CHIME.

Center for the Study of Books in Spanish for Children and Adolescents
California State University San Marcos, San Marcos, CA 92096-0001 (619) 752-4070
The Center serves as a resource on books in Spanish and books in English about Latinos for children and adolescents. The Center has developed numerous bibliographies of quality materials, holds conferences and workshops, and has a resource center with all of the children's books in Spanish and/or about Latinos published since 1989.

English Plus Information Clearinghouse (EPIC)
220 I Street NE Suite 220 Washington, DC 20002 (202) 544-0004
EPIC is a national clearinghouse established to monitor and counter the English Only movement. EPIC staff assist groups in different states who are fighting English Only legislation by providing resources, advice, and networking assistance. The Clearinghouse publishes a newsletter called *EPIC Events*.

National Association for Bilingual Education (NABE)
1220 L Street NW Suite 605 Washington, DC 20005 (202) 898-1829
NABE is a professional organization founded in 1975 to address the educational needs of language-minority Americans. NABE conducts research, professional development, public education, and legislative advocacy in an effort to promote educational policies and practices which promote equal educational opportunity for language-minority students.

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd Street NW Washington, DC 20037 (800) 321-6223 (3223) (202) 467-0867
NCBE is a national clearinghouse funded by the federal government to provide practitioners with information on the education of limited English proficient students. NCBE compiles information on materials, programs, research, and other resources and publishes several different periodic publications.

TESOL(Teachers of English to Speakers of Other Languages)
1600 Cameron Street, Suite 300 Alexandria, VA 22314-2751 (703) 836-0774
TESOL is a professional organization which promotes teaching and learning English while respecting language rights. TESOL publishes several periodicals with research on second language acquisition and teaching techniques, publishes resource books for teachers, has a professional development program including workshops and teleconferences, and holds an annual convention.

School Staffing

Remedying the Shortage of Teachers for Limited-English Proficient Students.
California Department of Education (1991). Sacramento, CA: Task Force on Selected Limited English Proficiency Issues, California Department of Education. 32 pages. L000279:
The Task Force identifies an acute shortage of bilingual teachers and argues that the shortage is detrimental to limited English proficient students. The report recommends improved training for current teachers and paraprofessionals, improved methods for recruiting new bilingual teachers including financial and career incentives, and steps to facilitate accreditation for teachers educated in other countries. Available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271. (916) 445-1260.

Reshaping Teacher Education in the Southwest. A Forum: A Response to the Needs of Latino Students and Teachers.
Castro, Raymond E. and Yolanda Rodriguez Ingle, eds. (1993). Claremont, CA: The Tomas Rivera Center. 72 pages. L000525:
This collection of papers addresses issues of recruitment, retention, and placement of Latino teachers, demographics of teachers in the Southwest, reshaping teacher education to focus on cultural sensitivity and multicultural education, teacher assessment and evaluation, and descriptions of model teacher education programs. Available from The Thomas Rivera Center, 710 North College Avenue, Claremont, CA 91711. (714) 625-6607.

Teaching Language Minority Students: An Overview of Competencies for Teachers.
Garza, Ana S. (1991). *Teacher Education Quarterly* 18(2), 23-36. 13 pages. L000480:
Garza provides an overview of teacher competencies in the areas of culture and cultural diversity, cognitive learning styles, organization and instructional strategies, bilingualism and cognition, and second language learning. Garza explores some of the specific skills and understandings teachers must develop to provide effective bilingual and multicultural education. Available from CHIME.

The Importance of Minority Teachers to the Racial and Ethnic Integration of American Society.
Hawley, Willis D. (1989). *Equity and Choice* 5(3), 31-36. 5 pages. L000148:
Hawley provides an in-depth analysis of the need to increase the number of minority teachers. After discussing minority teachers' crucial role in undermining racism and promoting social integration, Hawley analyzes some of the changes that must occur to allow for greater recruitment and retention of minority teachers, particularly the nature of teacher recruitment, the content of teacher education, placement of minority teachers, training for school administrators, and the need to establish conditions that promote teacher success. Available from CHIME.

Tomas Rivera Center
710 North College Avenue Claremont, CA 91711 (714) 625-6607
The Tomas Rivera Center is a national institute for policy studies dedicated to promoting the well-being of the nation's Latino population through improvements in policies and programs that affect this community. The Center has a number of teacher education reform initiatives designed to determine how educators can reshape their programs to produce more and better-prepared Latino teachers.

CHAPTER 4

School Social Climate

4

Barriers to Positive School Social Climate

Many young immigrants come to the United States with hopes of escaping the violence and oppression of their native lands only to find themselves confronted with cultural rejection and ethnic conflict in school. While the United States is clearly a multiethnic society, it has yet to become a multicultural society.

U.S. communities are becoming increasingly diverse, but U.S. schools still largely reflect the history and values of Western European culture. Students from Asia, Central and South America, or the Caribbean or Pacific Islands are not likely to find much they recognize as their own.

Organizations serving immigrant communities can make vital contributions toward helping schools understand and value the native cultures of their foreign-born students. Using the same skills they use to connect immigrants with social services and community support, these organizations can bridge gaps of language and culture that divide schools from the communities they serve.

"American children would call my child names and make fun of her. She would often cry when she got home."

Haitian Parent
Miami, Florida

Failure to Address Racism

Schools present students of color with two forms of racism that must be distinguished before they can be addressed. The first is individual racism which takes the form of attitudes, words, or actions on the part of individual students or staff. Because it is generally overt in nature, individual racism is more likely to be confronted and addressed by schools—although it is often dismissed or denied.

The second is institutional racism—the ways in which school policies and practices act to discriminate among students and staff on the basis of ethnicity, culture, language, or background. Institutional racism, for example, results in the overrepresentation of African American males in special education classes or the high dropout rates of Latino students. Because it is insidious in nature, institutional racism is likely to remain unaddressed by most schools.

Any effort to improve school climate must address both individual and institutional racism. Because most schools do not acknowledge racism or deal with it honestly, ethnic conflict continues to plague the classroom and the playground.

Lack of School Leadership

Initial responsibility for establishing a positive school climate lies with the school principal. With support from the district superintendent, the principal has the authority to set the school community's overall tone. Too often, however, the principal evades this responsibility. Problems related to cultural diversity—such as discrimination, racism, or intergroup conflict—are never formally addressed because they seem too explosive.

Progress is elusive without support from the top. When the school's mission statement and disciplinary code fail to address school climate issues, school staff are left to their own judgments when conflicts erupt in the classroom. When teachers lack formal guidance, their behavior can be a poor model for impressionable students.

Inequitable Discipline

"I never wear shorts. I get embarrassed because it's a private part of my body. Because I didn't wear shorts for gym, I got sent to the office where I got swatted."

Mexican Student
San Juan, TX

Although some schools employ more effective methods of disciplining their students, the predominant forms of discipline in U.S. schools are suspension from school, expulsion from school, and—in many states—corporal punishment.

According to U.S. Department of Education data collected over many years, immigrant children are entering a school system that disciplines students of color more harshly than their White peers. Because students of color are far more likely to be suspended or receive corporal punishment, immigrant students may find themselves to be targets of inequitable school discipline. Too often, an immigrant student's behavior is misinterpreted by a teacher who is not properly trained to understand how a child's native culture shapes attitude and communication style. At times, the young immigrant's struggle simply to understand what is going on in the classroom can be seen as disruptive by adults.

Achieving a positive school climate is impossible when students and parents witness inequitable suspension or punishment by school staff.

Teacher Expectations

"Teachers put me down by giving me lower grades and discouraging me from taking certain courses because they doubt my ability."

Haitian Student
Queens, NY

Unless compelled by formal school policy, most teachers are unlikely to confront their own racial and cultural biases, leaving them largely unaware of how their personal beliefs and attitudes act to limit the success of many of their students.

The expectations that educators hold for the success or failure of the children they teach profoundly shapes each child's academic and social performance. Young children quickly internalize the attitudes expressed to them by adults. When a child is repeatedly told in various subtle ways that she is not expected to succeed, her chances of failure are dramatically increased.

Because most educators come from middle class Anglo backgrounds, they are likely to have learned that their race, class, and culture is superior to others. Unless this belief is examined and challenged, it will probably follow them into the classroom. As a result, children from other cultures and backgrounds may be viewed as less capable of learning and achieving.

As researchers have repeatedly shown, when a teacher expects less of a student, the teacher treats him differently. The child is given easier tasks and is called on less in class. Moderate school work receives high praise. Clear limitations are expressed to the child about his capacities and his future. When this process begins early enough in a child's education, it can become a self-fulfilling prophecy, resulting in low motivation, lessened self-esteem, and poor academic performance.

School Violence

"My son has been threatened. He got to a point where he began to strike back."

Mexican Parent
Chicago, IL

Because U.S. schools are often embedded in communities where violence is present, some of that violence spills over into schools. When schools fail to provide young immigrants with a safe and welcoming environment, some turn to gangs to find physical sanctuary and emotional support. Because these gangs usually form along ethnic lines, they become inevitable flashpoints for conflict.

Schools tend to view youth gangs as problems to be handled by police and society at-large. All too often, schools limit their role to cooperation with law enforcement personnel, rather than seeking to address the underlying causes of gang activity.

High Dropout Rates

> **"At school, they see you but they don't notice you."**
>
> Hmong Student
> St. Paul, MN

Cultural rejection encourages academic failure. Racism nourishes hate and violence. Fear for safety leads to weapons and gangs. The cumulative effect of the many ways in which schools ignore or reject children whose cultures and backgrounds differ from White, middle class norms is woefully apparent in the extraordinary rate at which children of color leave school before graduating.

According to researchers, those most likely to drop out of school are Native Americans, Latinos, African Americans, and Asian Americans. When children of color are leaving school at rates in excess of 50% to 80% in some urban areas, the causes must be laid at the school's door.

New research on those who leave school early has revealed a surprising profile of the dropout as an intelligent and motivated student who has come to view school as irrelevant to employment opportunities and a continued source of discrimination on the basis of class and race.

Providing a welcoming, safe, and culturally supportive school climate is more than just a nice thing that schools should do. It is central to the academic and social success of immigrant students. Young people cannot thrive in a school that ignores, demeans, or rejects them.

Improving School Climate

Most schools will not be transformed into supportive environments for young immigrants on their own. Usually, the community must raise its voice to demand institutional recognition of cultural diversity.

While the task of improving school climate has many components, it must start with strong leadership from the school principal. She must make it clear through her words and actions that racist behavior will not be tolerated. She must encourage and reward staff efforts to foster a positive school climate.

Providing Strong Leadership

The school's mission statement and disciplinary code present effective vehicles through which a clear vision can be expressed to the entire school community. Often, this is a good place to start.

Action Step: Schools should develop a formal mission statement that establishes diversity as a positive factor in school.

A school's mission statement is a valuable forum for setting the overall tone of school life. It should be crafted with collaboration from all groups in the school community.

As a result of the mission statement, school policy can clearly and unequivocally assert that racism is not acceptable from students or staff and will result in serious sanctions as spelled out in the school disciplinary code.

Action Step: Schools should establish a clear disciplinary code that ensures equitable treatment of all students. The code should impose strong consequences for racial harassment of students or staff.

School disciplinary codes are first developed at the school district level. Individual schools then add their own rules to the district-wide code. Thus, the process of shaping an appropriate school code must begin at the district level, then be finalized at each individual school.

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School disciplinary policies should emphasize positive behavior, focus on preventive measures, and encourage student self-discipline. Like the school mission statement, the disciplinary code must be crafted with collaboration from the entire community.

Once the code has been established, school staff must consistently enforce the disciplinary consequences proscribed for racial harassment. Leadership from the principal is essential both to model appropriate behavior and give staff the confidence to enforce the code. Both the district-wide code and the school building code should be reviewed periodically by a committee of parents representing all racial, ethnic, or language groups in the community.

Human Dignity Policy:
Ferndale School District, Ferndale, MI

The Board of Education, recognizing that we are a multiracial, multiethnic school district, believes it is part of our mission to provide a harmonious environment in which respect for the diverse makeup of the school community is promoted. A major aim of education in the Ferndale School District is the development of a renewed commitment to the core values of a democratic society.

In accordance with this aim, the school district will not tolerate behavior by students or staff which insults, degrades, or stereotypes any race, gender, handicap, physical condition, ethnic group, or religion.

Appropriate consequences for offending this policy will be specified in the student code of conduct for each building. Staff members offending this policy will be disciplined in accordance with provisions of the appropriate employee master agreement with the School Board.

Ferndale Board of Education
Ferndale, MI
(1988)

Action Step: Schools should conduct a school climate survey with collaboration from the entire community.

Any comprehensive effort to improve school climate should start with a survey of the current school climate. The results provide documentation of climate problems and hard data around which to formulate solutions.

Professionals should be involved with questionnaire design, survey implementation, and data analysis. Students and staff can be recruited and trained to administer interviews. Schools should involve staff, students, immigrant parents, and representatives of immigrant community organizations in developing survey questionnaires. Survey results should be made available to the entire community for review and discussion.

Community organizations can support schools' efforts to provide strong leadership by:

- Organizing immigrant communities to urge schools to address school climate issues.
- Working with schools to ensure full participation from all immigrant groups in the school's community.
- Working with schools to provide translations of discussions and materials at school meetings that consider school mission statements, school climate surveys, and school disciplinary codes;
- Translating and disseminating drafts of school mission statements and school climate survey questionnaires to immigrant communities.
- Working with parents and students to press for changes in the school district code that will support development of appropriate codes for individual schools, then working with parents and school administrators to develop appropriate school-based codes.

Working With Students

Action Step: Schools should involve integrated groups of students in leadership development programs.

Student leadership development programs help students to examine their own attitudes about race and culture, and prepare them to help resolve racial and cultural problems before they get out of hand.

Across the country, schools have successfully trained selected students as third party mediators of interpersonal and intergroup conflicts. Student mediation training has the practical result of reducing conflict while setting a general expectation that school climate problems can be addressed in a rational and constructive manner.

Action Step: Schools should encourage friendship programs and peer tutoring that pair immigrant students with U.S.-born students.

Researchers have found that one-to-one contact is the most effective method of increasing understanding and cooperation among students of differing cultural and ethnic backgrounds.

One Massachusetts elementary school pairs each new immigrant student with a "buddy" on the first day of school. The provision of peer guidance and companionship at a highly vulnerable moment makes a lasting contribution to the positive climate the school enjoys. Peer tutoring provides one-to-one contact to widen cultural horizons while supporting an immigrant student's academic success.

Community organizations can support these efforts by:

- Urging schools to provide student leadership development, including student mediation training and peer support programs.
- Working with schools to identify quality student training programs.
- Encouraging immigrant students to become involved in leadership, mediation, and peer support programs.

Training School Staff

Because teacher training institutions rarely provide adequate training in areas such as anti-racism or mediation techniques, schools must take on the responsibility of preparing their staff to deal with prejudice and racial conflict.

Action Step: Schools should provide high quality anti-racism and conflict resolution training for all school staff to enable them to combat prejudice and help resolve group conflict.

An essential aspect of anti-racism training is helping school staff to examine how their own racial and ethnic biases serve as filters through which they perceive and interpret the behavior of various racial and ethnic groups. Staff training should also include a component on the immigrant experience, including information on immigrant contributions and skills, the trauma of war and violence, and the special needs of immigrant students.

Schools should also provide professional training on mediation and other conflict resolution techniques to prepare staff to intervene in conflicts in ways that turn them into positive learning experiences for students and staff.

Action Step: Schools should hire bilingual/bicultural professional and paraprofessional staff to foster intergroup cooperation and mediate intergroup conflict.

Intergroup conflict has it roots in mistrust and misunderstanding. Bilingual/bicultural staff can help to bridge gaps of language and culture in moments of tension and conflict. A multicultural school staff presents students with positive adult role models from their own cultural background and displays the school's commitment to serve all of its students.

Community organizations can help by:

- Urging schools to provide staff with quality anti-racism and conflict resolution training.
- Working with schools to identify sources of quality anti-racism and conflict resolution training.
- Working with schools to identify bilingual/bicultural personnel.
- Establishing community-based student leadership programs with strong linkages to schools.

Monitoring Progress

Accurate information about immigrant students is required to formulate effective intervention strategies and measure progress toward establishing a positive, equitable school climate.

Action Step: Schools should provide an annual report that profiles the status of immigrant students and disseminate it to immigrant communities.

Like the school climate survey, a profile of the immigrant student population offers hard data to document inequities and guide development of corrective actions.

The annual profile should include information on student achievement, school disciplinary actions (suspension, expulsion, corporal punishment, etc.), special education placements, grade retention, and dropout rates. Schools should publish this report in a timely manner and widely disseminate it to parents, the news media, and immigrant community leaders.

Action Step: Schools should monitor their disciplinary practices to determine the number of incidents involving racial harassment against immigrants and report the results to immigrant communities.

Special attention should be paid to monitoring the frequency and nature of racial harassment of immigrant students. Careful monitoring can help signal the need for early intervention before matters get out of hand.

Community organizations can support monitoring efforts by:

- Organizing immigrant communities to urge schools to prepare information on the status of immigrant students in a format that parents can understand.
- Working with schools, community newspapers, and local newsletters to ensure this information is accurately translated and disseminated to all immigrant populations in the community.
- Working with parents and immigrant community leaders to establish an oversight committee to review and analyze the data.
- Notifying schools of early warning signals which suggest the need for intervention.

Organizing to Protect Student Rights

One afternoon at a school bus stop in Dearborn, Michigan, a 90-pound Palestinian boy was attacked for no apparent reason by a White schoolmate more than twice his size. To defend himself, the Palestinian youth slashed the larger boy's arm with a box cutter. After an investigation of the incident by the school administrator, the Palestinian boy was suspended from school. In response to the suspension, a group of parents from the Arab community contacted the Arab Community Center for Economic and Social Services (ACCESS) and asked them to intervene on behalf of the Palestinian youth.

On behalf of the parents, ACCESS requested a formal hearing to review the suspension decision. Under the terms of the school's appeals procedure, a panel of school officials heard testimony from fifteen student witnesses who were waiting at the bus stop when the attack occurred. Even though their accounts confirmed the Palestinian's claim of self-defense, school officials upheld the boy's suspension.

With support from ACCESS, parents from the Arab community united to bring the issue in front of the local school board. As a result of their intense organizing efforts, the school board meeting was attended by more than 200 parents and every television station and newspaper in Dearborn. At the meeting, parents questioned each section of the official report on the incident, which ignored the Palestinian's account. They also challenged top administrators and lawyers for the school department. As the evening progressed, the meeting took on the feeling of a trial at which school board members were forced to rethink the actions of school administrators. As a result of the parents' efforts, the Palestinian boy was reinstated, although at a different school.

For the parents who got involved, this experience provided a clear understanding of how to activate school procedures and public opinion to force their school to be responsive to the rights of immigrant students. They learned how to improve schooling conditions for their children by questioning school officials and challenging their decisions.

Arab Community Center for Economic and
Social Services (ACCESS)
2601 Saulino Court
Dearborn, MI 48120
(313) 843-2844 or (313) 842-7010

Resources

Many of the publications below can be ordered directly through CHIME. Please call CHIME (1-800-441-7192) for information on prices and availability. When ordering, please refer to the CHIME identification number displayed in the listing (ie. L000434).

Addressing Racism

Anti-Bias Curriculum: Tools for Empowering Young Children.
Derman-Sparks, Louise and the A.B.C. Task Force (1989). Washington, DC: The National Association for the Education of Young Children. 149 pages. L000080:
Because children develop an awareness of race, gender, disabilities, and other differences at a very young age, educators have a responsibility to help young children develop a knowledgeable, confident sense of self, the skills to challenge injustice, and a positive attitude towards diversity. This book outlines the principles of an anti-bias curriculum, providing teachers with ideas and activities appropriate to the classroom. Available from NAEYC, 1509 16th Street NW, Washington DC 20036. (800) 424-2460.

How Well Are We Nurturing Racial and Ethnic Diversity?
Derman-Sparks, Louise (1989). *CAEYC Connections* 18(1), 3-5. 3 pages. L000125:
Derman-Sparks critically analyzes some common approaches to multicultural education, highlighting the ways in which many programs fall short in fostering racial and ethnic diversity in the classroom. Arguing that true multicultural education is necessary to meet the needs of all children, she provides concrete suggestions for addressing cultural insensitivity and promoting multiculturalism in the classroom. Available from CHIME.

Reducing Adolescent Prejudice: A Handbook.
Gabelko, Nina Hersch and John U. Michaelis (1981). New York: Teachers College Press. 236 pages. L000178:
Organized around seven topics commonly taught in social studies classes, this collection of lessons focuses on developing the critical thinking skills to enable students to understand prejudice, bias, stereotypes, and other related concepts. Also included is a general discussion of the causes and nature of prejudice and reducing prejudice in the classroom. Available from Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027. (212) 678-3827.

Reducing the Impact of Racism on Students.
Pollard, Diane S. (1989). *Educational Leadership* 47(2), 73-75. 3 pages. L000155:
Pollard argues that teachers and school administrators need both to understand racism and its impact on students, and take active steps to confront racial tension in school. Administrators should establish a strong set of rules, enforce them for all students and staff, and offer positive reinforcement. Teachers must question their own racial attitudes, act as role models, and discuss racism with students in the classroom. Available from CHIME.

Facing History and Ourselves
16 Hurd Road Brookline, MA 02146 (617) 232-1595
Facing History is a national educational and teacher training organization whose mission is to engage students of diverse backgrounds in an examination of racism, prejudice, and anti-semitism.

Human Rights Resource Center
615 B Street San Rafael, CA 94901 (415) 453-0404
The Education Component of the Human Rights Resource Center provides training and resources on cultural diversity to educators.

Southern Poverty Law Center
400 Washington Avenue Montgomery, AL 36101-0548 (205) 264-0286
The Center combats hate crimes and white supremacist organizations through litigation and education. It also publishes *Teaching Tolerance*, a free magazine providing teachers with resources for promoting interracial and intercultural understanding.

Addressing Violence

Language for Preventing and Defusing Violence in the Classroom.
Houston, Richard and Steven Grubaugh (1989). *Urban Education* 24(1), 25-37. 13 pages. L000186:
The authors suggest six steps as a proactive method for coping with violence, including teacher self-analysis, school assessment, and the creation and implementation of a strict code of policies, rules, and procedures to deal with violence. As reactive methods, the authors suggest student mediator programs and describe in detail how a teacher should deal with a violent student in school. Available from CHIME.

The Killing Grounds: Can Schools Help Stem the Violence?
Steinberg, Adria (1991). *Harvard Education Letter* 7(4), 1-6. 6 pages. L000147:
After discussing the serious escalation of adolescent violence, Steinberg argues that schools must teach children to understand the various conflicts they face and how they can work toward a positive solution. She discusses various approaches to violence prevention and profiles two successful programs that educate students and teachers about conflict resolution. Available from CHIME.

Violence Prevention: Curriculum for Adolescents.
Prothrow-Stith, Deborah (1987). Newton MA: Education Development Center, Inc. 106 pages. L000278:
Developed through testing and application in public schools nationwide, this curriculum is designed to teach adolescents to understand the causes of violence and channel their anger in constructive ways. The curriculum is divided into ten sessions, using active student participation to explore the origins, consequences, and prevention of violence. Available from Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160. (800) 225-4276.

National Institute Against Prejudice and Violence
31 S. Greene Street Baltimore, MD 21201 (410) 328-5170
The Institute conducts research on the causes of ethnic violence, provides training and consultation on human relations, and offers an information clearinghouse related to prejudice and violence.

National School Safety Center
4165 Thousand Oaks Blvd Suite 290 Westlake Village, CA 91362 (805) 373-9977
The Center serves as a national clearinghouse for school safety programs and activities related to campus security, school law, community relations, student discipline and attendance, and the prevention of drug abuse, gangs, and bullying.

Conflict Resolution

Directory of School Mediation and Conflict Resolution Programs.
Cheatham, Annie (1988). Amherst, MA: National Association for Mediation in Education. 169 pages. L000219:
This directory presents 86 profiles of school-based mediation and conflict resolution programs in 27 states and England. Arranged by state or region, each profile includes a brief history of the program, training methods, assessment information, available resources, and the address and phone number of a contact person. Available from NAME, 425 Amity Street, Amherst, MA 01002. (413) 545-2462.

Educators for Social Responsibility (ESR)
11 Garden Street Cambridge, MA 02138 (617) 492-8820
ESR is a national professional organization of educators creating new ways to teach cooperation, conflict resolution, critical thinking, and social responsibility. ESR provides resources and services for schools, including books, curricula, workshops, and training on violence prevention and conflict resolution.

National Association for Mediation in Education (NAME)
425 Amity Street Amherst, MA 01002 (413) 545-2462
NAME promotes the development, implementation, and institutionalization of school and university-based conflict resolution programs and curricula.

Dropout Prevention

Dropping Out of School: Issues Affecting Culturally, Ethnically, and Linguistically Distinct Students.
Chavez, Rudolfo, et al. (1991). *The Journal of Educational Issues of Language Minority Students*, 8, 1-21. L000403:
Low expectations, tracking of students, inadequate school finance, poorly prepared teachers, and disregard of language and cultural diversity are all contributors to high dropout rates for students of color. This article discusses the various cultural and social issues that impact students' decisions to leave school and argues that approaches to dropout prevention must be sensitive to the diversity of student population and student needs. The authors list a host of recommendations for lowering dropout rates with special attention to the needs of Latinos, Native Americans, African Americans, and Asian Americans. Available from CHIME.

Student Voices: High School Students' Perspectives on the Latino Dropout Problem.
Latino Commission on Education Reform (1992). New York, NY: Latino Commission on Educational Reform. L000487:
Based on a survey of four New York City high schools with large populations of Latino students, this report describes Latino students' attitudes on school achievement and dropping out. Of the four high schools participating in the study, two had high Latino dropout rates and two had low. This report is one of the few comprehensive examinations of Latino school performance from student-based perspectives. After a discussion of the findings, recommendations and a "call to action" conclude the report. Available from CHIME.

FOCUS Database
National Dropout Prevention Center Clemson University Clemson, SC 29634-5111 (803) 656-2599
The FOCUS Database provides information on dropout prevention research, programs, conferences and workshops, and organizations nationwide. This information can be accessed through a free online search (using a modem), or by telephone for a small fee.

CHAPTER 5

Support Services

5

Lack of Appropriate Support Services

Along with hopes for a brighter future, many immigrant students have arrived in our nation's public schools as the result of war, political struggle, and economic deprivation. Their backgrounds and life experiences are likely to be quite different from those of their teachers or native-born peers.

While life in the U.S. is a new beginning for young immigrants and their families, the past has not simply disappeared. Native cultures, languages, and experiences remain crucial to the immigrant child's personality, providing identity and self-esteem in a new and challenging environment.

The past can also be a potent source of personal turmoil as children deal with horrific memories or struggle to negotiate conflicting cultures. With little support or guidance, young immigrants are often presented with experiences and responsibilities that most U.S.-born children never have to face.

The challenge of providing support services to immigrant students begins with acknowledging the unique scope of their life experiences and appreciating the special strains of spanning the gaps between two cultures.

In general, U.S. public schools do not display a workable understanding of the immigrant child's life experience prior to her arrival here. Among the outcomes of this limited awareness is a lack of appropriate support services designed to meet the needs of immigrant students.

Culture Shock

> **"I am working very hard to accept this country as my new homeland because I know that I don't really have any other choice."**
>
> **Vietnamese Student**
> **Amherst, MA**

Many immigrant children experience profound culture shock as they struggle to adjust to their new lives. As their desire to assimilate competes with their need to maintain their primary language and culture, the result can be a loss of security and self-confidence.

The young immigrant is caught between two cultures. At home, parents may impose expectations for social and academic behavior rooted in their native culture. At school, peers and educators may impose expectations based on U.S. culture that are often in sharp contrast to the norms of the immigrant child's home life. Reeling between cultures, the immigrant student may feel she no longer has a culture of her own. In most schools, the impact of culture shock is neither acknowledged nor addressed.

Mental Health

> **"There have been too many wars in Vietnam. I grew up in an environment where I had to learn how to survive."**
>
> **Vietnamese Student**
> **Amherst, MA**

Most schools are ill-equipped to deal competently with behavior rooted in past experiences of war and violence in an immigrant child's native land. Rather than recognizing such behavior as a form of post-traumatic stress disorder, it is more likely to be viewed as a handicap, resulting in assignment to a special education class instead of professional counseling. Even when sophisticated psychological evaluation is available in school, the immigrant child may still be misdiagnosed by professionals unfamiliar with the child's language and culture.

Children's emotional and physical resilience are well-documented by researchers. But researchers make a distinction between adaptation and adjustment. A child can adapt to a new environment by adopting appropriate external behavior; a child adjusts to a new environment only after achieving fundamental emotional and cognitive changes.

Adaptive behavior can appear impressive, resulting in superior academic achievement or social success. In the absence of emotional adjustment, however, adaptation can mask deep personal conflicts that seriously affect a child's development. Resolution of these conflicts may require the attention of mental health professionals well-versed in the background and culture of the child they are treating—a resource not found in many public schools.

Physical Health

Many young immigrants come to this country having never received even the most basic health care. In addition to physical health needs that might be unfamiliar to U.S. medical personnel, immigrant students may also have fundamentally different orientations to the practice of medical care and healing.

Without proper training and orientation, most school staff are unlikely to be familiar with the variety of physical health problems and culturally appropriate healing practices of various immigrant populations. Under these conditions, physical health needs are likely to remain unmet. Furthermore, schools trying to meet these needs in ways that are culturally inappropriate may find their efforts frustrated by confusion and fear.

To compound matters, schools are generally unfamiliar with support services available in the community at-large, particularly in the immigrant community. Serious mental and physical health problems remain unaddressed because school personnel are unaware of the rich resources that lie beyond the schoolhouse walls.

Limited Access to Higher Education

> **"I want my children to go to college, but I don't know where I'll get the money."**
>
> Mexican Parent
> Chicago, IL

Although immigrant students around the country are granted access to free public schooling as the result of landmark national court decisions, access to higher education is limited by varying state and local policies. In addition to state residency policies that limit admission to public colleges and universities, financial aid stipulations in many states restrict funding for many immigrants, particularly those who are undocumented.

Young immigrants' hopes for higher education or a career are further discouraged when high school guidance counselors have lower expectations for the success of their foreign-born students. Too often, immigrant students are urged to enter vocational education programs instead of colleges and universities. Matters are made worse for young immigrants when the school guidance counselor cannot speak their language.

Resistance to Collaboration

Although the experience varies widely from community to community, schools have historically been reluctant to work with outside organizations to meet their students' needs. The reasons are complex, ranging from organizational to financial to political. In many cases, schools are simply unaware of the services and resources available to them.

When schools fail to view community organizations as bridges to immigrant communities, they sacrifice the opportunity to recruit multicultural staff, reach out to immigrant parents and community leaders, identify translators and interpreters, and improve their assessment and placement procedures.

Providing Appropriate Support Services

Schools have primary responsibility to provide appropriate support services for the full range of immigrant students' needs. They must be urged to meet this responsibility for each group in the school community. Although schools must take the initiative, they cannot do it alone. The provision of effective support services to young immigrants presents a rich opportunity for productive collaboration between schools and community organizations.

Given this opportunity to expand their resources, schools should be eager to cooperate. In reality, community organizations may have to facilitate active collaboration, even in the face of resistance from schools.

Assessing Needs

Action Step: Schools should identify the physical and mental health needs of each immigrant student population in the school and plan how to meet those needs.

Because immigrant students may well present physical and mental heath care needs unfamiliar to school personnel, an effective support service delivery effort must begin with a systematic, professional assessment of the needs of each immigrant group within the school.

Assessment and planning activities should be organized and monitored by a broadly-based committee with representation from school staff, community-based organizations, and each immigrant group in the school community.

Some schools have addressed needs assessment by establishing a centralized intake center to serve an entire school district, reducing the burden on individual schools. Information sharing among schools and school districts can also help facilitate efficient assessment of immigrant populations.

Action Step: Schools should reach out to inform immigrant students and parents about school- and community-based support services.

Students and parents must be aware of health care, guidance, counseling, and other support services before they can take advantage of them.

At the beginning of each school year, the school should sponsor a comprehensive orientation session for all parents and students. Throughout the year, schools should prepare and disseminate detailed native-language information materials about student support services available both in school and the local community.

Immigrant community organizations can support a school's efforts to assess immigrant students' support services needs by:

- Sharing research and other information with school personnel about the unique needs of young immigrants.
- Working with schools to establish collaborative community-wide committees to assess young immigrants' needs and plan how these needs can be met.
- Helping schools to prepare and disseminate native-language materials describing available student support services.
- Informing schools of immigrant community support service personnel who are available to help bridge gaps of language and culture.
- Encouraging good attendance from the immigrant community at school-sponsored orientation meetings.

Coordination of Services

Most schools fail to coordinate support service delivery, causing gaps in service, duplication of effort, and inappropriate care. To meet the challenge of providing appropriate support services to immigrant students, schools must adopt a case management approach to ensure coordination of service delivery among all providers, both in the school and in the community.

Action Step: Schools should establish a cooperative team of professional service providers, educators, and representatives of the immigrant community to coordinate and monitor the delivery of support services to immigrant students.

Coordinated service delivery requires regular communication among service providers, parents, and students. All parties must be fully aware of each student's needs and the range of services that are being provided. Community organizations can support schools by urging them to establish broadly-based coordinating teams with the authority and resources to ensure efficient and comprehensive support service delivery.

Preparing School Staff

U.S. teacher training institutions have not prepared most teachers to recognize or understand the special needs presented by immigrant students. Support service providers require in-depth training to meet their responsibilities to immigrant students. Other school personnel need to improve their awareness of young immigrants' unique life experiences.

Action Step: Schools should provide training for school medical personnel and guidance counselors to develop the specific skills and knowledge needed to better serve immigrant students.

Professional training will better acquaint school support service providers with the culture, history, and service needs of various immigrant populations. Such training helps providers recognize problems at an early stage and equips them to span gaps of culture and life experience—a prerequisite for appropriate and culturally sensitive service delivery.

Action Step: Schools should ensure that guidance counselors provide information, support, and other assistance to help immigrant students apply to college.

School guidance counselors must encourage and support immigrant students' goals to attend college. Young immigrants need to be inspired to overcome the barriers they face rather than told they cannot surmount them.

School guidance counselors should receive professional in-service training to help them examine their own attitudes and beliefs about young immigrants. Guidance counselors must be ready and able to act as determined advocates on behalf of immigrant students, urging them to reach as high as they can in their life after school.

Action Step: Schools should require all personnel to attend staff development training that focuses on the unique experiences and needs of immigrant students.

From the gym teacher to the receptionist, every school employee must understand how war trauma, culture shock, and generational tension shapes the lives of young immigrants. Improved awareness of the immigrant experience fosters caring and empathy. With such understanding, all school personnel can help professional service providers monitor each child's needs and progress.

Action Step: Schools should hire bilingual/bicultural counselors, therapists, and other specialists to ensure access to comprehensive counseling and guidance services for immigrant students.

Barriers of language and culture can be reduced most effectively by professional support service personnel who have the same languages and cultures as the children they serve. To facilitate this, schools should increase recruitment of support service personnel within local immigrant communities.

Developing Peer Support

Support for immigrant students should extend beyond the provision of professional medical and counseling services. Sometimes, nothing is more important to a child than having a friend his own age to talk with or turn to for academic help or emotional support.

Action Step: Schools should develop buddy systems, peer discussion, and peer tutoring programs that pair U.S.-born and foreign-born students.

One Massachusetts school faced with a large and sudden influx of young immigrants has responded by pairing each immigrant with a U.S.-born "buddy" on the first day of school. The buddy's job is to provide general orientation to the school and to school life in the U.S. This simple step has achieved remarkable results by providing essential support at a very vulnerable moment in a young immigrant's new life.

Other effective programs pair U.S.-born and foreign-born students to encourage peer discussion of the immigrant experience and provide academic support through peer tutoring

Community organizations can support school efforts to train and recruit school staff by:

- Organizing parents to urge schools to establish broadly-based assessment committees to identify and meet immigrant student support service needs.
- Urging schools to adopt a unified, comprehensive approach to support service delivery.
- Working with schools to identify quality in-service training for medical, counseling, and guidance personnel.
- Working with schools to identify quality staff development programs to improve staff understanding of the immigrant experience.
- Urging schools to hire bilingual/bicultural support service professionals from the immigrant community.

Working with the Community

Collaboration among schools, community agencies, colleges, and local businesses provides young immigrants with the widest possible array of appropriate support services.

Action Step: Schools should work with community organizations to prepare and disseminate a comprehensive resource directory of support services available to immigrant students at school and in the community.

Schools, parents, and students need to be aware of the full range of resources the school community has to offer. With help from community organizations, schools can develop comprehensive information materials for dissemination to immigrant communities.

Action Step: Schools should work with community organizations to establish space within schools where they can provide essential services to immigrant students.

When schools cannot provide essential health care and counseling services for immigrant students, they should offer space and other resources within the school to help community organizations provide these services.

As noted, schools are generally cautious about working with outside agencies to provide student services. Negotiating an agreement for provision of direct services at the school site is likely to be a delicate matter. Community organizations are advised to proceed carefully, being sure that all affected parties are fully involved in discussion and planning from the very beginning.

Action Step: Schools should collaborate with community organizations to establish after-school programs, tutoring, and other services for immigrant students.

Schools are generally more open to programs and services that are provided away from the school grounds. In such situations, community organizations and schools must collaborate closely to ensure that community tutoring programs match school curriculum and student academic needs, to coordinate community heath care and counseling services with related school services, and to reduce costly duplication of effort.

Community organizations can encourage collaboration with schools to improve provision of student support services by:

- Organizing parents, community leaders, and support service professionals to document immigrant students' support services needs.
- Advocating for provision of all essential support services in either school or community settings.
- Monitoring schools to ensure that their support services are high quality and equally serve every immigrant student population in the school.
- Collecting and evaluating information on existing community programs and services for dissemination to schools, the community, and the media.

A Community Provides Comprehensive Support Services

Reaching Out to Chelsea Adolescents (ROCA) is a multicultural youth development center that enables young people to address personal and social issues through empowerment, leadership development, and community service. ROCA's vision is "a world where each person's culture and contributions are honored, where all people are respected, and where working for social justice is essential to individual growth."

ROCA was established to address issues of teen pregnancy and parenting. It was transformed into a multi-faceted youth development center by a collaborative effort between ROCA staff, El Puente (a New York City youth development program), and a broadly-based group of community members. Development of the Youth Center was spearheaded by a core group of 25 Latino, White, Cambodian, and African American young people ranging in age from 12 to 23. Their commitment to the task and belief in their ability to create change was the driving force behind much of the project's initial success.

ROCA views education, cultural understanding, and community involvement as powerful strategies to help young people gain control over their lives. ROCA's activities and services include community service, creative expression, education, the environment, health care, job training and employment, life skills, parenting, and sports and recreation.

Increased cultural understanding is also central to ROCA's mission. Its members work to reduce racial barriers, decrease violence, and strengthen their community. An effort to encourage young people to reflect upon, understand, and address issues of racism, violence, and multiculturalism is common to all of ROCA's programs.

At the heart of ROCA's success is the supportive relationship that develops between a young member and a peer or adult staff member. Through these relationships, ROCA empowers young people to believe they can positively change the forces in their communities that have so dramatically affected their lives.

Reaching Out To
Chelsea Adolescents (ROCA)
148 Washington Avenue
Chelsea, MA 02150
(617) 889-4635

Resources

Many of the publications below can be ordered directly through CHIME. Please call CHIME (1-800-441-7192) for information on prices and availability. When ordering, please refer to the CHIME identification number displayed in the listing (ie. L000434).

Providing Effective Support Services

Counseling Haitian Students and their Families: Issues and Interventions.
Giles, Hollyce C. (1990). *Journal of Counseling and Development* 68(3), 317-320. 4 pages. L000123:
Counselors working with Haitian students need to be familiar with Haitian values and cultural behaviors. This article discusses some of the social, cultural, and psychological issues confronting Haitian students and parents in U.S. public schools and how school guidance counselors can intervene on their behalf. Available from CHIME.

Counseling Hispanic College-Bound High School Students.
Ramon, Gilberto (1985). Las Cruces, NM: ERIC Clearinghouse on Rural Education and Small Schools; New York, NY: ERIC Clearinghouse on Urban Education. 87 pages. L000421:
After offering an overview of the status of Latinos in higher education and a profile of the Latino college-bound student, Ramon suggests development of a comprehensive plan that involves school administrators, teachers, parents, the community, and students sharing in the responsibility of making college planning a successful venture. Available from CHIME.

Counseling Immigrant Children in the Schools.
Esquivel, Giselle B. and Merle A. Keitel (1990). *Elementary School Guidance and Counseling* 24, 213-221. 9 pages. L0000031:
Immigrant children in U.S. schools encounter a variety of stress factors that make them particularly vulnerable to social, emotional, and academic problems. Stressing prevention and early intervention, the authors argue that effective school programs should include a needs assessment using appropriate diagnostic procedures, multicultural inservice training for all school personnel and specialized cross-cultural training for counselors, and use of interpreters and community representatives who are familiar with the students' culture. Available from CHIME.

Mexican American Children and Adolescents.
Ramirez, Oscar (1991). *In Children of Color: Psychological Interventions With Minority Youth*, edited by Jewelle Taylor Gibbs, Larke Nahme Huang and Associates. San Francisco, CA: Jossey-Bass Publishers, 224-249. 26 pages. L000344:
After offering an overview of family characteristics of Mexican Americans and research on the prevalence of psychological disorders among Mexican American children, Ramirez provides recommendations for effective and culturally relevant counseling for Mexican American children and their families. Available from CHIME.

Service Delivery to Asian/Pacific LEP Children: A Cross-Cultural Framework.
Cheng, Li-Rong Lilly (1989). *Topics in Language Disorder* 9(3), 1-14. 15 pages. L000312:
Arguing that service providers should provide assessment and intervention within a cross-cultural framework, Cheng outlines the essential attributes of effective cross-cultural communication. Practitioners should explore their own beliefs and biases, learn about the individual student's background and needs, identify culturally relevant communication strategies, and explore ways to coordinate with the student's family and support system. Available from CHIME.

Southeast Asian Refugees and School Health Personnel.
Cohon Jr., J. Donald (1983). *The Journal of School Health* 53, 151-159. 9 pages. L000215:
Cohon believes that in order to provide effective and appropriate health services to Southeast Asian refugees, school health personnel must understand the history and culture of the individual ethnic group, and the dynamics of the migration experience. He outlines the history and health attitudes of Cambodians, Laotians, and Vietnamese people, and the psychosocial adaptation of refugee youth. Cohon argues that school health personnel should serve as a "cultural bridge" by providing direct services to refugee youth, educating teachers and others about the refugee experience, and documenting the effect of migration on student health and wellbeing. Available from CHIME.

National Association for the Education and Advancement of Cambodian, Laotian, and Vietnamese Americans (NAFEA)
1855 Mt. Prospect Road Des Plaines, IL 60018 (708) 803-3112
NAFEA is a national organization committed to development of Laotian, Vietnamese, and Cambodian communities. NAFEA is particularly interested in exploring approaches to effective, culturally appropriate social service delivery. Other areas of interest include promoting quality education for Southeast Asian American students, increasing the understanding of the diversity of Southeast Asian backgrounds, cultures, and languages, and expanding the network of Southeast Asian professionals and others who work with the Southeast Asian community in both education and human services.

Staff Development for Support Services Personnel

Equity in Counseling and Advising Students: Keeping Options Open.
Intercultural Development Research Association (1988). San Antonio, Texas: Intercultural Development Research Association. 43 pages. L000507:
Equity in Counseling and Advising Students: Keeping Options Open is a three hour training module to train guidance and counseling personnel in cross-cultural counseling practices which are effective with culturally diverse populations. Using lecture, role plays, small group discussion, transparencies, and handouts, the training examines barriers to effective counseling, the counselor's role, and strategies for maximizing effectiveness in a cross-cultural setting. Available from Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228-1125. (512) 684-8180.

School Psychology and Limited English proficient (LEP) Children: New Competencies.
Figueroa, Richard A., Jonathon Sandoval, and Barbara Merino. *Journal of School Psychology* 22, 133-143. 11 pages. L000450:
The authors identify six areas of competencies that the school psychologist must have to provide appropriate services to students with limited English proficiency: second language proficiency of the psychologist; cross-cultural awareness; awareness of the complex issues involved with the assessment of limited English proficient students; knowledge of second language acquisition; the ability to work with interpreters; and an understanding of bilingual education. Available from CHIME.

National Multicultural Institute (NMCI)
3000 Connecticut Avenue NW Suite 438 Washington, DC 20008-2549 (202) 483-0700
To improve understanding and communication among people of different backgrounds, NMCI designs multicultural training programs for schools, state and federal agencies, hospitals and mental health organizations, businesses, and others who serve immigrants and/or diverse populations. In addition, NMCI publishes educational materials on cross-cultural counseling and provides mental health referrals for individuals and families from diverse linguistic and cultural backgrounds in the Washington, DC area.

Creating Model Support Services Programs

Psychiatric Outcome and Psychosocial Intervention for Children Exposed to Trauma.
Menvielle, Edgardo J. (1992). In *The Psychological Well-Being of Refugee Children: Research, Practice, and Policy Issues*, edited by Margaret McCallin. Geneva, Switzerland: International Catholic Child Bureau, 106-116. 10 pages. L000509:
Menvielle shares therapeutic interventions and treatment strategies used at the School Based Mental Health Programme in Washington, DC. Working primarily with war-displaced Central American refugee children, the program provides therapy on the school site to help children deal with the consequences of trauma and loss and to foster self esteem. Available from CHIME.

Refugee Children Traumatized by War and Violence: The Challenge Offered to the Service Delivery System.
Benjamin, Marva P. and Patti C. Morgan (1989). Washington, DC: Georgetown University Child Development Center. 48 pages. L000401:
Based on a 1989 conference, this comprehensive report provides an overview of the mental health needs of refugee children who have experienced trauma and war. After exploring many of the barriers to adequate service delivery to these children, the report discusses attributes of effective models and profiles exemplary programs. Available from CHIME.

ASPIRA Association, Inc.
1112 16th Street NW Suite 340 Washington, DC 20036 (202) 835-3600
Each year, ASPIRA's community-based programs provide 17,000 inner-city Puerto Ricans and other Latinos with academic and personal counseling to develop an understanding and confidence in their potential, stay in school, and become successful community members. Through after-school tutoring, mentoring and enrichment programs, one-on-one counseling, college counseling, internship opportunities, and leadership training, ASPIRA programs teach youth to become aware of their own situation, analyze the root causes of barriers to their success, and take action for positive change.

Child and Adolescent Service System Program (CASSP) Technical Assistance Center
Georgetown University Child Development Center 2233 Wisconsin Avenue NW Suite 215 Washington, DC 20007 (202) 338-1831
The CASSP Technical Assistance Center helps states and communities improve their service systems for children with mental health needs. The Center focusses on developing systems of care for families and children that are community-based and culturally appropriate. The Center has a Minority Initiative which focusses on children of color and has provided effective services to refugee and immigrant youth.

CHAPTER 6

School Funding

6

An Overview of School Funding

When one school has better access to funds and resources than another, the education experience offered to students can be very different, even when the schools are just a few miles apart.

Schools in poor neighborhoods often present dramatically different environments than schools in middle class neighborhoods. Because many immigrant families find it necessary to settle in poorer neighborhoods, their children are more likely to attend schools that are struggling for resources.

Immigrant community organizations can make a vital contribution by working with parents to document inequitable resources among individual schools. With such documentation, community leaders and parents can confront school district officials to demand that each school gets its fair share of financial support.

The U.S. spends approximately $200 billion a year on public schools, amounting to an average per pupil expenditure of about $4200. On average, state governments contribute about 50% of the cost, local governments meet about 44%, and the federal government covers the remaining 6%—largely in the form of programs specifically targeted to serve students with special learning needs.

To understand school funding, it is useful to view U.S. public schools as 51 separate systems—one for each state and the District of Columbia. Except for federal laws mandating equal access to public education, most decision-making power over schools rests with the various state legislatures. Considerable power is also held at the school district level by school boards and city and town governments.

State and Local Spending Differences

On average, state governments provide about half of the cost of public schooling. However, this national average hides significant spending differences between states of almost 3 to 1. In terms of annual per pupil expenditures, some states spend over $7500 while others spend less than $2500. Among the reasons cited for this striking disparity are variations in state economies and in state and local school funding mechanisms.

State funding is usually provided to local school districts on the basis of factors such as student enrollment, student education needs, and the local city or town's ability to raise its share of school revenues. Although state funding formulas may be designed to provide greater resources to poorer communities, state funding only covers about half of the cost of schooling. Over 40% of the cost must still be paid by the local community. Local school funds are still raised largely through property taxes. Obviously, this leaves local schools at the mercy of community property values, the amount of taxable property, and residents' ability to pay taxes. To compound matters, some communities capped local property tax levels during the 1980s, limiting revenue collection while education costs continued to rise.

Spending Differences Within Districts

> **"The drinking fountains are broken and the glass in some of the windows is cracked."**
>
> **Vietnamese Student**
> **Philadelphia, PA**

Local school districts allocate state and local education funds to the individual schools within their district through detailed annual budget negotiations between the school district's central office and individual schools.

Because local property taxes are still a major source of school funding, school districts serving middle class communities generally have more resources than districts that serve poor communities. Immigrant families living in poorer communities will find the schools their children attend to be very different than those in more affluent areas.

Generally, poorer schools have fewer supplies and teaching materials, higher ratios of students to teachers and administrators, limited capacity to meet individual student needs, and deteriorating classrooms and buildings. Schools with limited resources have a direct impact on the children who attend them. Students in poorer school districts have lower levels of academic achievement and are more likely to drop out of school, regardless of their race or ethnicity.

Limited Use of Federal Funds

Most public schools with significant immigrant student populations face serious budget pressures as they struggle to identify resources to pay for services such as bilingual education programs, multicultural teachers and materials, bilingual guidance personnel, and community liaisons.

The federal government provides special financial support for some students. The Bilingual Education Act provides funding for instructional grants, support services, and training to schools that demonstrate a need for funding. The Emergency Immigrant Education Act, the Transition Program for Refugee Children, and the Migrant Education Act provide targeted funds to support the education of immigrant students. A limited number of smaller programs provide funding for higher education. In addition, some schools have been able to access funds for immigrant students by drawing on federal programs established to serve more broadly defined student populations, such as Chapter 1—a program designed to help children disadvantaged by society.

To secure federal money through programs such as the Bilingual Education Act, Chapter 1, or various special education programs, schools must first document their need. Because many schools are not doing a thorough job proving need, hundreds of thousands of eligible children are denied federal support for which they would otherwise qualify.

One estimate projects that up to two-thirds of the nation's public school students with limited English are not receiving the language assistance they need to succeed in school. Chapter 1 funds are also underutilized. If local schools properly document their needs, the federal government is required to offer funding under the provisions of these laws.

Reforming School Finance

Many reformers argue that public schools should be funded to achieve educational "equity" for each student. In contrast to "equal" funding for each student, this view calls for increased funding for districts serving students with greater needs—such as inner-city schools with large populations of children disadvantaged by society or schools with substantial enrollments of immigrant students.

Reformers also focus on the need to replace the property tax as the major source of local school revenue. Some suggest that state governments should shoulder the entire cost of public school funding by expanding the income tax, removing a city or town's fiscal health as a funding variable. Others seek adjustments in state funding formulas to direct greater resources to disadvantaged school districts. Reformers also feel that the federal government can make a greater contribution to achieving educational equity among states.

Maximizing School Funding for Immigrant Students

Varying quality in school facilities, teaching and support staff, libraries, textbooks, teaching materials, and supplies result in vastly different education experiences.

Immigrant community organizations can help secure equitable funding for local schools by learning the differences between schools that are well financed and schools that are poorly financed, then examining their own schools to document these differences.

Learning About School Funding

Action Step: Schools should provide basic information about funding, budgets, and expenditures to parents and community leaders. Written material should be provided in appropriate languages.

Parents and community members need accurate, comprehensive information about funding sources, budgets, and expenditures before they can become effective advocates for equitable funding. Because individual schools must compete each year for district funding, they generally have sufficient in-house expertise to prepare basic information for parents and the community.

Community organizations can help by:

- Identifying translators to help schools prepare native-language information materials.
- Providing schools with feedback on the quality of the information and the community's understanding of school finance issues.

Action Step: Schools should work with parents, community organizations, and others to accurately document the full range of the educational needs of their immigrant students.

To insure maximum federal funding from programs such as the Bilingual Education Act and Chapter 1, schools must thoroughly profile the education needs of their immigrant student population.

Schools should collect and maintain data on the number of immigrant students eligible for bilingual, Chapter 1, refugee emergency, special education, or other categorical services. These data should be used to support federal grant applications. Data should also be disseminated annually in appropriate languages to parents, community organizations, and school staff.

Schools have a responsibility to place students in English as a Second Language, bilingual, or special education programs solely on the basis of their individual needs. Considerations such as available funds, skills of the teaching staff, or limited classroom space should not lead a school to understate the actual education needs of its immigrant students.

Action Step: Schools should work with parents, community organizations, and others to document overcrowding, teacher vacancy rates, poor building and classroom maintenance, and other needs to present to school district officials.

Local schools must make the strongest possible case to encourage equitable distribution of resources at the school district level. The central office cannot address problems which are not properly documented.

If a local school is reticent to document such problems out of concern for its image within the school system, documentation and submission to the central office may have to be accomplished without formal cooperation. In such a case, a sympathetic member of the school board may be helpful when communicating evidence of need to the central office.

Action Step: Schools should prepare a comprehensive directory of federal, state, and local grants that provide money for immigrant students and disseminate it to school staff, parents, and community organizations.

All too often, schools are simply unaware of resources available to them. The task of preparing a comprehensive directory educates all parties about the full range of possible support. Once a directory is compiled, it should be updated regularly.

Schools should apply for all grants that can provide additional resources to improve the education of immigrant students. Because grant applications are often complex and time consuming, schools should designate and train specific personnel to make grant applications and monitor the application process.

Grant applications should be creative, including requests for funding of innovative demonstration projects, dissemination of successful programs and teaching strategies, and new approaches to staff development.

Community organizations can help schools to maximize funding for immigrant students by:

- Monitoring English as a Second Language, bilingual, and special education placement decisions to ensure they are based on student needs rather than on considerations of limited funding, lack of staff, classroom space, or political concerns about the school's image.

- Documenting funding disparities among districts and within districts, especially deficiencies such as overcrowding, teacher vacancy rates, building conditions, and lack of resources for distribution to school district personnel, public officials, and the media.
- Monitoring schools to ensure they apply for all grants that might provide additional resources to improve the education of immigrant students.
- Organizing the community to push for state funding of creative demonstration projects, dissemination of successful programs and teaching strategies, and innovative staff development programs that serve immigrant students.

Resources

Many of the publications below can be ordered directly through CHIME. Please call CHIME (1-800-441-7192) for information on prices and availability. When ordering, please refer to the CHIME identification number displayed in the listing (ie. L000434).

Learning About School Finance

Making Sense of School Budgets: A Citizen's Guide to Local Public Education Spending.
Weston, Susan Perkins (1989). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement. 46 pages. L000355:
To a large extent, decisions about school funding happen at the local level. This guide provides a clear overview of the mechanics of school budgeting and suggests avenues by which individuals can influence and participate in the budget making process. Available from CHIME.

A Report on Shortchanging Children: The Impact of Fiscal Inequity on the Education of Students at Risk.
Taylor, William L. and Dianne M. Piche (1990). Washington, DC: House Committee on Education and Labor, U.S. Congress. 73 pages. L000354:
This Congressional report examines financing for students at risk for educational failure. Findings indicate great disparity in funding across school districts that often affect students of color and poor students. The report also presents a review of past and present legal struggles around school finance. Available from CHIME.

School Finance: A Primer.
Augenblick, John, Mary Fulton, and Chris Pipho (1991). Denver, CO: Education Commission of the States. 29 pages. L000366:
Every state uses different procedures, mechanisms, and formulas to determine how money is raised and distributed to individual school districts. This book seeks to demystify this complex subject by exploring basic approaches to school finance. Available from ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202. (303) 299-3600.

What Everyone Should Know About Financing Our Schools.
National Education Association (1990). Washington, DC: National Education Association. 35 pages. L000365:
This brief guide outlines the basic structure of school finance in an accessible, easy to read format. In addition to exploring how schools are financed, the booklet examines some of the financial problems facing public schools. Available from CHIME.

Education Commission of the States (ECS)
707 17th Street Suite 2700 Denver, CO 80202-3427 (303) 299-3600
ECS provides technical assistance to state leaders on education issues through policy research, surveys and special studies, an information clearinghouse, and state, regional, and national forums. ECS publishes periodic reports and publications on school finance.

Finding Sources of Funding

Federal Education Programs Serving Limited English Proficient Students.
Esquibel, RubyAnn M. (1989). Washington, DC: Education and Public Welfare Division, Congressional Research Division. 20 pages. L000352:
This report provides an overview of federally funded services targeted to students with limited English and a detailed explanation of the following federal programs: Bilingual Education, Emergency Immigrant Education, Migrant Education, Civil Rights Training and Advisory Services, Indian Education, Bilingual Vocational Training, Adult Education, and Higher Education Student Financial Assistance. Available from CHIME.

A Grantwriter's Guide to Federal, Elementary, and Secondary Education Programs.
Medina, Noe J. (1993). West Roxbury, MA: Education Policy Research. 218 pages. L000514:
This publication, intended as a planning resource for program developers, provides profiles of the grant programs administered by the Department of Education in the 1992-1993 school year. Each profile includes the purpose of the program, descriptions of the eligible applicants and allowable activities, selection criteria, and contact person. Available from Education Policy Research, 92 Corey Street, West Roxbury, MA 02132.

CHAPTER 7

Taking Action

7

Effective Advocacy

Interviews with immigrant families across the United States confirm the high value parents place on their children's education. Immigrants coming here to achieve brighter futures for their children see education as the primary pathway to that goal.

Many immigrants have experienced schools in their native countries that are very different from the U.S. system. Attitudes toward schools, educators, and policymakers can vary profoundly from one culture to the next. The challenge of adjusting to U.S. culture is often the first hurdle immigrants face when trying to improve their children's schooling.

Young immigrants in public schools are encountering an institution with a long history of presenting numerous barriers to many U.S.-born children, particularly those who are poor, minority, or handicapped. Decades of advocacy on behalf of these children provide a rich history from which immigrant community organizations can draw guidance, perspective, and inspiration.

Over the years, advocates have learned a lot about what works to improve schools. When advocacy is effective, it can make schools better for everyone. Ineffective advocacy can deplete human and financial resources with no gain for children.

Advocates are active at many levels of U.S. schools. This chapter focusses on effective local advocacy. For those who are interested, publications in the Resources section at the end of the chapter offer guidance on advocacy at all levels.

There is no single blueprint for advocacy action. Different local conditions and political atmospheres, a variety of factors and players, and the differing nature of issues make it impossible to develop a universal formula.

When taking action to improve the educational system, immigrant families and communities must carefully assess their situation and develop their own approach. This chapter offers some general strategies proven useful by experienced advocacy groups.

In some situations, a cooperative, collaborative approach can produce results. In others, confrontation may be required. While confrontation may not be comfortable for some immigrants, it is well accepted in the U.S. as a basic strategy to achieve improvement.

Basic Assumptions

Education advocacy is shaped by some basic realities about U.S. public schools:

- Education research and U.S. Office for Civil Rights data on school suspension, corporal punishment, and referral to special education demonstrates that public schools systematically shortchange poor children, children of color, and handicapped children. Recent research and advocacy experience shows that immigrant and language-minority children face the same inequities.
- U.S. schools will not improve by themselves. Inequities will continue unless families and the community actively intervene to achieve change.
- Fundamental changes in school policy are necessary to achieve real, sustained school improvement
- Policy changes promised by schools will not be properly implemented without independent monitoring and continued advocacy action by the community.

Individual Advocacy

Individual advocacy—or case advocacy—focusses on addressing the needs of a particular child. Most immigrant community organizations become involved with case advocacy as a means of responding to individual parents whose children have immediate needs.

While it is certainly hard to say "no" when a distressed parent brings her child in the door with a compelling case of neglect by the local school, individual advocacy is very labor intensive—and it rarely changes the system.

There are very few instances when individual advocacy results in wide-spread school improvement or activates parents and the community on behalf of their children.

Individual advocacy does help families and community activists understand the ways in which schools fail to serve certain children. It also helps to build a constituency among the families who are directly involved. Nevertheless, it has limited potential for improving school policy on behalf of great numbers of children. Immigrant organizations should be cautious about employing only individual advocacy. Without additional efforts to make schools better for the entire community, an unending stream of families will command attention while schools continue to engage in inequitable practices.

System Advocacy

System advocacy seeks to improve schools by addressing the common needs of substantial numbers of children. Rather than helping one child at a time, system advocacy focusses on changing school policies in ways that help many children facing a similar problem.

An analysis of system advocacy reveals that particular methods and resources are essential if community-based organizations are to successfully achieve school improvement.

I. Strong Organization

Leadership and Staff

A strong organization starts with leadership. An individual or small executive committee must provide clear direction and timely decision-making. Without leadership, an organization's focus and strategy can easily become confused and ineffective.

Leadership must be supported by a dedicated staff whose members understand the strategy of employing system advocacy to achieve widespread change. System advocacy often requires great effort and patience in the face of continuing frustration.

A grassroots campaign needs human resources to succeed. Community activists should constantly seek volunteers—especially bilingual, bicultural people from immigrant organizations, professional groups, and colleges or universities. Bilingual individuals from outside the community may want to contribute time, skills, or financial resources. Institutions such as churches, temples, or local colleges may be willing to offer legal and academic assistance, or xeroxing, faxing, mailing, and meeting rooms.

Most immigrant organizations are overburdened with the challenge of meeting a broad range of community needs. Because education issues often require considerable time and effort over a longterm, they must be explicitly placed on an organization's action agenda. School reform efforts will not be successful if they receive piecemeal attention.

Adequate Funding

Depending on the scope of the issue and the strategy employed, activists may need to raise funds to support their effort. Postage and printing alone can require substantial funding. Fundraising efforts should focus on sympathetic individuals, organizations, and businesses both inside and outside of the community. Above all, sufficient funds must be available to support a project through to its end.

II. A Clear Strategy

A school improvement effort should begin with a clear strategy that focusses on particular school actions that shape services for a particular group of children—such as bilingual education, student health services, or special education. The strategy should focus on central issues that determine the quality of services to children and envision a clear, concrete solution.

Strategy preparation should be viewed as developmental rather than finite. The initial strategy may not be the final one—it may simply serve as an early guide for planning and action. As the community builds support and makes progress, events may begin to unfold by themselves, calling for fresh strategies or tactics.

If a strategy is effective, schools may offer policy changes in response to community demands. However, this is not the end of the campaign. Implementation of reforms must be carefully monitored by the community to ensure that schools actually carry out their promises and to measure the effectiveness of the policy changes.

III. Accurate Information

Data and Research

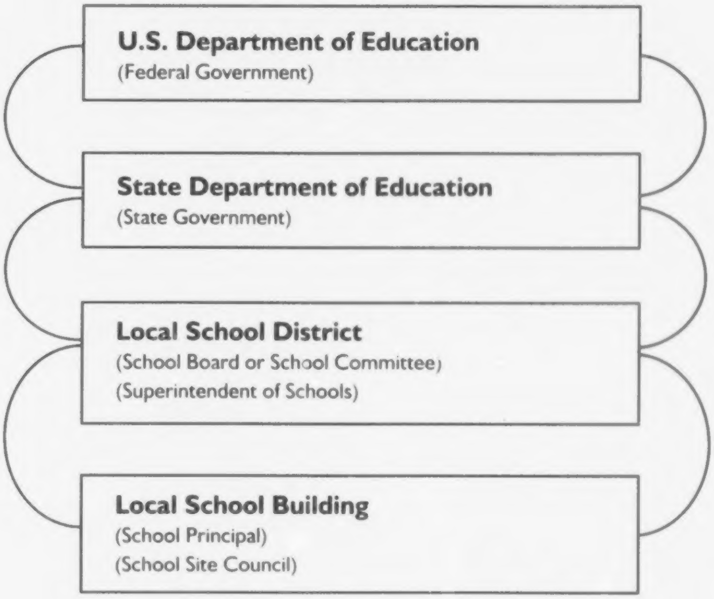
Advocates are most effective when they use accurate data and quality research to document the problem they are working to correct. Policymakers and the news media are less able to dismiss a problem when it is presented to them with hard numbers. Research and data can also point the way toward effective solutions.

Learn About the School System

Activists must know how local schools are structured and how decisions are made, both formally and informally. Most public school districts are overseen by a small policymaking body with elected or appointed members. This board or committee hires and fires the school superintendent, who in turn provides leadership to the school district, implements policy, manages the central office, and supervises individual school principals. The degree to which a school district is centralized can determine the power of central office administrators in relation to school-based personnel. The structure can be further complicated if the district is subdivided into smaller regional districts with area offices. While the area office may have direct contact with local schools, there is often tension between the central office and the area office over who controls individual schools.

The management structure of an individual school is similar to a school district. Like the superintendent or area superintendent, the principal oversees the school. The willingness of a principal to respond to the needs of the immigrant community may depend on factors such as her education philosophy and work style, the school's governance structure, the attitudes of teachers and school staff, and the attitudes of parents and the community.

Although not all teacher unions are dealing well with the rapid demographic changes occurring in U.S. society, some unions are working to sensitize their members to immigrant issues and are seeking greater representation from linguistic minority members. A union may be an important ally if it consistently reaches out to its linguistic minority members.



IV. Building Support

Core Team

The first step toward galvanizing community support is to build a core team of parents, students, education advocates, and community leaders. As the vision, goals, and commitment of these activists becomes unified, they increase the chance of attracting widespread support.

The ideal person to chair a core team is someone respected by the community who has the ability to work with others and bring out the best in them. Depending on available resources, the core team might include attorneys familiar with education issues, community organizers, and individuals experienced with media and legislative lobbying.

Language and cultural differences, unmet needs aggravated by diminished public resources, and a lack of community infrastructure has resulted in a shortage of leadership in many newcomer communities. Within the core team, those who are experienced should consciously build the leadership skills of others.

Working With Families

Community organizers should view students and families as resources. Many immigrant families, once involved, will become staunch supporters. Since education issues impact them directly, parents have every right to set goals and strategies.

Meetings should be held at times and places accessible to parents and community members. Keep a careful list of everyone who attends meetings. Develop a telephone contact system to share information and a carpooling arrangement to facilitate transportation.

Cross-Community Coalitions

If children in one immigrant community are not well-served by a school or a school district, it is likely that children of other immigrant communities in the same school or district are having the same experience. Building cross-community coalitions with immigrants and non-immigrants who share similar concerns is a powerful way to raise an issue.

Multicultural/multilingual coalitions are a practical strategy to increase impact. However, these coalitions can be complex in their cultural, linguistic, and political dynamics. Such coalitions will not thrive without a shared effort across communities to listen to each other, to respect each other's interests, and to accommodate each other's cultures and work styles.

There is no need to reinvent the wheel. Tap into established organizations or networks which have done similar advocacy work. Be sure to inform mainstream child advocacy groups about the unique needs of immigrant students.

Utilize Media

Community organizations should use their own media—newsletters, reports, mailings to parents—as well as local newspapers, radio, and television to raise issues with the community at-large. Native language media such as immigrant community newspapers and radio stations are highly effective for targeted outreach. Community businesses such as neighborhood grocery stores, coffee/pastry shops, restaurants, mutual assistance associations, and churches are also important resources. When dealing with the media, keep in mind that issues have to be newsworthy to be covered in the news. Maintain an updated list of media contacts and get to know which people report on specific issues and whether they tend to be accurate and fair in portraying immigrant communities. Consider the news media's needs and deadlines. For them, news reporting is a business, not a crusade.

V. Intervention

Intervene at Multiple Levels

Advocates' chances for success are increased when action is taken simultaneously at a number of levels of the school system—as appropriate to the project's objectives.

For example, to address a problem at the local school, the community might demand action from the principal and—at the same time—exert further pressure by complaining to the school superintendent and the school committee. The complaint might take the form of a letter to the superintendent and an oral presentation before the school committee by students, parents, and community members.

Similarly, when activists use multiple tactics—meetings with school officials, filing complaints with governing agencies, reviewing and commenting on school regulations, mass meetings of families and students—schools are forced to face community concerns on many fronts. When faced with a variety of simultaneous tactics, school officials are less likely to believe they can ignore a problem.

Assess the Need for Confrontation

Many immigrants and refugees who have fled wars and extreme poverty are grateful to this country. Immigrant communities, therefore, may tend to shy away from overt conflicts with others or with U.S. institutions. Nevertheless, when immigrants receive unequal treatment, when rights are violated, when an issue threatens the future of the younger generation—immigrants have every right to take strong action.

Assertive and confrontational tactics are a common strategy among non-immigrant populations. Some argue that the use of direct confrontation—when appropriate—will help to shatter stereotypes that some immigrant groups are unwilling or unable to take direct action to achieve their goals. Confrontation is most often necessary when school officials consistently ignore the needs of immigrant children or act disrespectfully toward the immigrant community. Once confrontation takes place, the stakes are higher. It can become more difficult to bring the various parties to the negotiation table. It may be harder to mend fences after the issue has been resolved. On the other hand, determined and forceful people will catch the attention of school officials if a school board meeting is packed with immigrant families and children or if the superintendent's office is flooded with letters, petitions, or phone calls from families and community organizations.

Learn to Negotiate

More often than not, the community may have to negotiate a settlement of its demands. As a tactical consideration, the community should determine what is negotiable and non-negotiable.

For example, the community may demand the hiring of bilingual staff five days a week, plus Saturday mornings or extended evenings during peak registration period. In reality, the bottom line to serve immigrant families adequately may be five half-days. In shaping what is negotiable or non-negotiable, don't overlook emerging needs in the months and years ahead.

Be Persistent

Achieving meaningful change requires persistence. School systems are not likely to meet all demands, particularly in the short run. Achieving systemic change is difficult. Legislative and legal battles can take years to resolve. Immigrant communities must adopt a long-term view.

Develop a network to keep families and supporters in touch beyond the immediate crisis. Keep the community informed of issues by regularly placing articles in local newspapers or by periodically holding group discussions or community forums.

Rapid growth in the school-age population and continuing problems with public schools are propelling education issues to the forefront for immigrant communities across the U.S. Link up with existing local, state, and national advocacy groups and networks to collaborate on projects, share lessons, grow in numbers and resources, and build a stronger voice.

Immigrant Parents Take Action

In Lynn, Massachusetts, Cambodian parents became concerned when the public schools laid-off a Cambodian bilingual teacher and assigned his Khmer speaking students to another Cambodian teacher who, consequently, would have to divide her time between teaching students at two separate school sites.

As a first step toward raising their concerns, the Cambodian parents met with the school system's Director of Bilingual Education, the District Superintendent, and the Assistant Superintendent in charge of personnel. In each case, the parents did not receive satisfaction. A subsequent call to the State Department of Education resulted in correspondence to the Lynn Public Schools informing them of their non-compliance with the state's bilingual education policy. No further action was taken.

Having no success, the Cambodian parents sought broader support by contacting a statewide education network—the Massachusetts Asian American Educators Association (MAAEA). The Chairperson of MAAEA introduced the parents to an attorney with Multicultural Education, Training and Advocacy (META) who was advocating on behalf of Latino parents in Lynn, and the Director of the New England Multifunctional Resource Center, the court appointed program monitor for Lynn.

At a planning meeting, the four groups mapped out a strategy to mount a concerted campaign to put pressure on the Director of Bilingual Education, the Superintendent, and the State Department of Education through telephone calls and letters. If none of these officials were responsive, then the Cambodian parents would formally testify before the State Board of Education. In the event that this strategy was ineffective, they would join forces with Latino parents to begin litigation against the Lynn School Department.

As time passed with no progress, the parents decided to go forward with formal testimony before the Board of Education. At the Board meeting, a spokesperson for the parents offered an eloquent presentation on the needs of Cambodian children with limited English and the inadequate services they receive. It was the first time a Cambodian parent had testified before the Board. Impressed with the testimony, the Board acted quickly to ensure that the Lynn School Department rehired the Cambodian teacher.

As a result of this experience, Cambodian parents in Lynn now watch the schools much more closely. They feel connected to a broader advocacy network and are exploring ways to build coalitions with Latino parents.

Massachusetts Asian American
Educators Association (MAAEA)
P.O. Box 630
Needham, MA 02192
(617) 524-0560

Multicultural Education Training
and Advocacy, Inc. (META)
240-A Elm Street
Somerville, MA 02144
(617) 628-2226

Resources

Many of the publications below can be ordered directly through CHIME. Please call CHIME (1-800-441-7192) for information on prices and availability. When ordering, please refer to the CHIME identification number displayed in the listing (ie. L000434).

An Advocates Guide to Using Data.
Simons, Janet and Donna M. Jablonski (1990). Washington, DC: Children's Defense Fund. 20 pages. L000443:
When used effectively and responsibly, statistics and data can be a persuasive and powerful tool to change attitudes and affect public policy. Designed to help advocates who do not have a background in research or statistics, this booklet provides guidance in selecting, analyzing, and presenting data to successfully support advocacy efforts. Available from Children's Defense Fund, 25 E. Street NW, Washington, DC 20001. (202) 628-8787.

Child Advocacy and the Schools: Past Impact and Potential for the 1980s (Study Summary).
Moore, Donald et al. (1983). Chicago, IL: Designs for Change. 46 pages. L000250:
This report evaluates the effectiveness of child advocacy as a mechanism to create positive change for children. Based on a study of 8 advocacy groups and 52 state and local projects, the report discusses the nature of child advocacy, its impact at the state and local levels, and the characteristics of effective advocacy. Available from Designs for Change, 220 South State Street, Suite 1616, Chicago, IL 60604. (312) 922-0317.

Children in the News: A Manual for Child Advocates.
Gall-Clayton, Nancy (1989). Louisville, KY: National Institute on Children, Youth, and Families, Inc. 131 pages. L000521:
The author states that media is one of an advocate's most strategic weapons to educate the public about children's lives. While it alone cannot solve problems or change policy, the media is the only conventional lever of power to which children have access. This accessible, comprehensive manual begins by providing information about the nature and organization of the media. The second part of the manual provides a wealth of practical and specific tips for working with the media from writing press releases to holding press conferences and giving interviews. Available from Kentucky Youth Advocates, 2034 Frankfort Avenue, Louisville, KY 40206-2029. (502) 895-8167.

Fairness is a Kid's Game: Children, Public Policy, and Child Advocacy in the States.
Richart, David W. and Stephen R. Bing (1989). Louisville, KY: Kentucky Youth Advocates, Inc. and the Task Force on Children Out of School, Inc. 199 pages. L000522:
After a discussion of the nature of child advocacy for poor children, this manual reviews strategies for change including administrative advocacy, legislative monitoring, litigation, and community organizing. Fourteen characteristics of effective advocates and an honest discussion of the political complexities of child advocacy are included. Available from Kentucky Youth Advocates, 2034 Frankfort Avenue, Louisville, KY 40206-2029. (502) 895-8167.

School Reform Chicago Style: How Citizens Organized to Change Public Policy.
O'Connell, Mary (Spring 1991). Chicago, IL: Center for Neighborhood Technology. 40 pages. L000422:
This book chronicles the history of the Chicago School Reform Movement from Spring 1987 to late 1988. This movement culminated in the total restructuring of the Chicago school system from the central administration to the local school site councils and the schools themselves. The booklet outlines the community organizing, the actions taken by the business community, and other events which contributed to the passage of the Senate Reform Bill and the restructuring of the schools. Available from Center for Neighborhood Technology, 2125 W. North Avenue, Chicago, IL 60647. (312) 278-4800.

Directory of Organizations Serving Immigrant Students and Their Families

National Advocacy Resources

Cambodian Network Council (CNC)

713 D Street, SE, Washington DC 20003
(202) 546-9144

CNC is a national network of Cambodian Mutual Assistance Associations and individual Cambodians living in the U.S. which seeks to bring together the Cambodian community across the country. CNC provides technical assistance to local organizations, educates the public about Cambodia and Cambodian people in the U.S., and improves networking and communication sharing through a newsletter and national meetings.

National Immigration Refugee and Citizenship Forum

220 I Street, NE Suite 220, Washington DC 20002-4362
(202) 544-0004

Through publications, task forces, conferences, briefings, and workshops, the National Forum unites diverse individuals and organizations across the country to promote pluralism, refugee protection, and fairness in immigration policy. The Forum provides technical assistance and information about immigration policy issues, networking with coalitions of pro-immigrant groups around the country, and a periodic newsletter, *The Forum*.

The National Network for Immigrant and Refugee Rights

310 8th Street, Suite 307, Oakland, CA 94607
(510) 465-1984

The National Network for Immigrant and Refugee Rights, made up of immigrant, refugee, church, community, civil rights, and labor organizations, seeks to build a national movement to promote and organize for a just immigration and refugee policy in the U.S. and defend the rights of immigrants regardless of their immigration status. Current projects include: the Immigrant Rights Urgent Response Network which maintains a national databank of organizations and individuals who provide immediate responses in cases of immigrant abuse and violence; The Campaign to End Employer Sanctions; National Task Force on Immigrant and Refugee Women; and, a bimonthly newsletter entitled *Network News*.

Immigration Legal Resources

Center for Immigrant Rights (CIR)

48 St. Marks Place, Fourth Floor, New York, NY 10003
(212) 505-6890

CIR seeks to protect the rights of all immigrants regardless of immigration status. They provide legal rights information and referrals on a variety of immigration topics, monitor and analyze immigration policy, and provide technical assistance and training courses on immigration law to community-based organizations and churches.

Center for Law and Education

955 Massachusetts Avenue, Cambridge, MA 02139
(617) 876-6611

The Center for Law and Education provides support services on educational issues to advocates who work on behalf of low-income students and parents. The Center provides training, resources, and assistance on cases. Issues addressed include bilingual/bicultural education, special education, racial discrimination, vocational education, and Chapter I among others.

Multicultural Education Training and Advocacy, Inc. (META)

240 Elm Street, Suite 22, Somerville, MA 02144
(617) 628-2226
524 Union Street, San Francisco, CA 94133
(415) 398-1977

Originally founded to protect the rights of Latino, Asian, Haitian, and other linguistic minority and migrant youth, META has since expanded its scope to include low-income public school children regardless of race or ethnicity. META employs a wide variety of strategies including legal representation, policy analysis and research, community advocacy, and leadership development.

National Immigration Law Center (NILC)

1636 West 8th Street, Suite 205, Los Angeles, CA 90017
(213) 487-2531

The National Immigration Law Center provides assistance to legal services programs, non-profit organizations, and pro bono attorneys on issues involving immigration law. NILC provides litigation assistance, referral services, research and consultation, and publishes several periodic publications on immigrant rights.

National Immigration Project National Lawyers Guild, Inc.

14 Beacon Street, Suite 506, Boston, MA 02108
(617) 227-9727

The National Immigration Project is a network of lawyers and others involved in the legal and political aspects of immigration law and practice which seeks to protect, defend, and extend the rights of all immigrants to the U.S., regardless of status. The Project develops and improves immigration practitioners' legal skills and educates the public about social and political conditions that affect immigrants by providing technical assistance, producing materials, and presenting skills seminars.

State Resource Directory

ALABAMA

Cambodian Association of Mobile

P.O. Box 160812, Irvington, AL 36616
(205) 957-2096

STAFF: The Cambodian Association of Mobile (CAM) was established in 1985. The staff of three paid employees speak English, Khmer, French, and Vietnamese.

POPULATION SERVED: CAM currently serves 136 children and 86 adults, including some farmworkers. Receiving services are Cambodian and occasionally Vietnamese immigrants.

SERVICES: CAM's goals are to (1) preserve the cultural heritage of the Cambodian people; and (2) ensure the provision of quality education for refugee children. These goals are pursued by providing orientation sessions on the U.S., after school tutoring, and by encouraging parental involvement in the schools.

CAM also provides translation and interpretation assistance, job placement, orientation follow-up, social and recreational activities, and transportation.

Catholic Social Services, Refugee Resettlement Program

211 S. Catherine Street, Suite 1, Mobile, AL 36604
(205) 471-1305

STAFF: Catholic Social Services' Refugee Resettlement Program was established in 1975. The staff of 12 paid employees speak English, Vietnamese, and French.

POPULATION SERVED: CSS currently serves 35 refugee families, 150 children, and 75 adults. Receiving assistance are Laotians, Cambodians, Ethiopians, Angolans, Haitians, and large numbers of Vietnamese.

SERVICES: CSS aims to provide resettlement assistance, including reception, placement, and transitional services, to the refugee population of the Archdiocese of Mobile, Alabama. CSS also addresses school-related issues such as: parent involvement; student placement; and school climate.

CSS services also include interpretation and counseling, English classes, job development and placement, transportation, medical case management, and community organization.

Catholic Social Services of Phoenix Family Reunification and Immigrant Services

5623 W. Glendale Ave., Phoenix, AZ 85301
(602) 934-7867

STAFF: Catholic Social Services of Phoenix (CSSP) was established 11 years ago. The staff of four paid employees speak English and Spanish.

POPULATION SERVED: CSSP presently has 367 active and over 3,000 inactive cases; each case usually involves adults and their children. The organization provides services to immigrants, including some seasonal or migrant farmworkers. Most of CSSP's clients are from Latin America, although immigrants from Eastern Europe, Asia, Africa, and the Middle East are also served.

SERVICES: The goal of CSSP is to assist individuals with the immigration process by providing legal services. The organization's most frequently used services include (1) giving advice to clients regarding the immigration process; and (2) helping clients complete I-130 relative petitions.

Chicanos Por La Causa

P.O. Box 517, 336 West Main St., Somerton, AZ 85350
(602) 627-2042

STAFF: Chicanos Por La Causa is 15 years old. The staff of three paid employees and one volunteer speak English and Spanish.

POPULATION SERVED: Chicanos Por La Causa serves the Latino community. The organization currently provides assistance to 350 families, 1,000 children and 150 adults. Approximately 90% of its clients are immigrants, including some migrant or seasonal farmworkers.

SERVICES: Chicanos Por La Causa's goal is the reunification of families by legalizing undocumented family members. The organization's work also addresses important school-related issues such as: parent involvement; school access; and school/community collaboration.

The services most in demand at Chicanos Por La Causa include (1) immigration services; (2) citizenship classes; and (3) form completion.

Friendly House, Inc.

802 South 1st Ave., P.O. Box 3695, Phoenix, AZ 85030
(602) 257-1870

STAFF: Friendly House, Inc., has been serving the community for 72 years. The staff of 47 paid employees and 20 volunteers speak English and Spanish.

POPULATION SERVED: Friendly House currently provides assistance to 250 children and 2,100 adults. Although Friendly

House primarily serves the Latino community, assistance is also provided to African Americans, Asians, Pacific Islanders, Native Americans, and Caucasians. Approximately 85% of Friendly House's clients are immigrants, including some migrant or seasonal farmworkers.

SERVICES: Friendly House is a social service agency dedicated to serving people in need, primarily Latinos, by fostering and nurturing their potential for achievement and excellence, by assisting those seeking to enter the mainstream of American life, and by encouraging and maintaining ethnic cultural values and traditions. Friendly House's work also addresses several school-related issues including: parent involvement; school access; student placement; support services; school climate; resource allocation; and school/community collaborations.

Although Friendly House's most popular services are adult education, drop-out prevention, and cultural and social development, other services including job development, family social services, immigration assistance, and home care are also available.

ARKANSAS

Adult Education Center, Refugee Resettlement Office

501 South 29th St., Fort Smith, AR 72901
(501) 785-1232, 782-1491

STAFF: The Adult Education Center is 17 years old. The staff of five paid employees speak English, Laotian, Vietnamese, and Spanish.

POPULATION SERVED: The Refugee Resettlement Office is currently providing services to 760 adults. The organization's services are available to Laotian, Vietnamese, and Cuban refugees. In addition, English as a Second Language (ESL) instruction is available to Chinese, Japanese, and Latino adults, including some migrant or seasonal farmworkers.

SERVICES: The goal of the Refugee Resettlement Office is self-sufficiency among refugees. Staff provide job placement, cultural orientation, English classes, and general assistance with green cards and citizenship.

CALIFORNIA

Asian Pacific American Legal Center

1010 S. Flower St., Suite 302, Los Angeles, CA 90015
(213) 748-2022

STAFF: The Asian Pacific American Legal Center (APALC) is a 10 year old organization with 26 paid staff employees and 200 volunteers.

POPULATION SERVED: APALC currently serves approximately 10,000 families, including migrant or seasonal farmworkers. Currently, assistance is being provided to Samoans, Tongans, Hmongs, Laotians, Iranians, Ethiopians, and large numbers of Japanese, Chinese, Koreans, Vietnamese, Cambodians, Indians, Latinos, and Filipinos.

SERVICES: The goal of APALC is to provide free legal assistance to low-income people, especially those of Asian and Pacific Island origin. APALC also addresses school-related issues such as: school climate and bilingual education.

The most frequently used services at APALC include direct legal assistance and advocacy. APALC also conducts training sessions to reduce inter-ethnic tensions between Asian groups.

Catholic Charities, Immigrant and Resettlement Office

P.O. Box 4900, Santa Rosa, CA 94502
(707) 578-6000

STAFF: The Immigrant and Resettlement Office (IRO) of Catholic Charities in Santa Rosa was established in 1982. The staff of six paid employees speak English and Spanish.

POPULATION SERVED: The IRO currently serves 1,000 individuals, including children and adults, immigrants and farmworkers. Though Latinos are the most frequently assisted ethnic group, IRO provides services to Southeast Asians and Eritreans as well.

SERVICES: The major goal of the IRO is to provide legal services to immigrants. Other services include food distribution, counseling, homeless shelter, and a hotline for latchkey children.

Catholic Charities of Los Angeles (CCLA)

1400 W. 9th St., Los Angeles, CA 90015-0095
(213) 251-3400

STAFF: CCLA was established over 70 years ago. The staff of 750 paid employees and 200 volunteers speak 19 different languages.

POPULATION SERVED: CCLA currently serves approximately 100,000 to 150,000 immigrants. The population served consists primarily of Latinos but includes Southeast Asians, Koreans, Chinese, Indians, Latin Americans, Eastern Europeans, and Africans.

SERVICES: CCLA's major goals are to (1) empower people, especially the poor; (2) provide comprehensive human services; and (3) work for social justice. CCLA also addresses the following school-related issues: parent involvement; school access; student assessment; student placement; support services; school climate· resource allocation; and multicultural education. The most frequently used CCLA services are immigration legal services and the after school program.

Catholic Charities/Refugee and Immigrant Services

4643 Mission Gorge Place, San Diego, CA 92120
(619) 287-9454

STAFF: The Refugee and Immigrant Services (RIS) of Catholic Charities is more than 10 years old. The staff of 50 paid employees and 20 volunteers speak over 20 languages.

POPULATION SERVED: RIS resettles over 1,000 refugees and immigrants each year. Close to three fourths are families and the remainder are adults. Receiving assistance are Eastern Europeans, Africans, Southeast Asians, Middle Easterners, Mexicans, and large numbers of Vietnamese.

SERVICES: The major goal of RIS is to assist refugees with initial placement and resettlement. RIS also addresses school-related issues such as: student placement; support services; school climate; and resource allocation.

Other services provided by RIS include employment and training assistance, health education and school advocacy.

Clinicas de Salud del Pueblo, Inc.

P.O. Box 1279, 1166 K St., Brawley, CA 92227
(619) 344-6471

STAFF: Clinicas de Salud del Pueblo, Inc. was established over 20 years ago. The staff of 102 paid employees speak English and Spanish.

POPULATION SERVED: Clinical de Salud del Pueblo, Inc. currently delivers services to 2,500 families, 2,000 children, and 1,000 adults. Approximately 20% of the organization's clientele are immigrants, including some migrant or seasonal farmworkers. Although Clinical de Salud del Pueblo, Inc. makes its services available to all ethnic groups, Latinos are most frequently served.

SERVICES: The primary goal of Clinical de Salud del Pueblo, Inc. is to provide primary health care services. The organization also offers dental services and free transportation.

Immigration Services of Santa Rosa

132 N. Maclay, San Fernando, CA 91340
(818) 361-4341

STAFF: Immigration Services of Santa Rosa (ISSR) has been operating for more than 10 years. The staff of four paid employees and two volunteers speak English and Spanish.

POPULATION SERVED: ISSR currently serves Latino families, 200 children and 1,600 adults, including farmworkers.

SERVICES: The major goal of ISSR is to provide immigration and citizenship services. ISSR also addresses school-related issues including: bilingual counseling and school climate.

ISSR also provides information on the U.S. educational system, continuing education, scholarships and college entrance exams.

Search to Involve Pilipino Americans, Inc. (SIPA)

2352 W. Third St., Los Angeles, CA 90057
(213) 382-1819

STAFF: SIPA is almost 10 years old. The staff of 16 paid employees and one volunteer speak English, Filipino, and Spanish.

POPULATION SERVED: SIPA serves primarily Filipinos, and sometimes Latinos and other Asian and Pacific Islanders. The majority of the population served are immigrants.

SERVICES: SIPA's major goals are to (1) provide services to youth and promote Filipino American identity, history, art and culture; (2) promote youth development and leadership; and (3) serve as a resource to the community at large. SIPA also addresses the following school-related issues: school access; bilingual education; multicultural education; support services; and school/community collaborations.

Services most in demand at SIPA include bilingual counseling and recreational activities. Other services include AIDS education, delinquency intervention/ prevention, substance abuse intervention/prevention, and a toll free Information and Referral line (1-800-TAP-SIPA).

United Cambodian Community, Inc.

2338 East Anaheim, Suite 200, Long Beach, CA 90804
(213) 433-2490

STAFF: United Cambodian Community, Inc., (UCC) is over 10 years old and has seven branch offices throughout Southern California. The staff of 70 paid employees and 12 volunteers speak English, Khmer, Lao, Hmong, Thai, Vietnamese, Spanish, Farsi, Hindi, Armenian, Russian, Ethiopian, French, and German.

POPULATION SERVED: UCC currently serves approximately 1,000 families, including 1,000 children and 3,000 adults. A variety of ethnic groups are served through UCC's seven branch offices, but most common are Cambodians, Vietnamese, Latinos, and Armenians.

SERVICES: UCC's major goal is to increase self-sufficiency among refugee populations. UCC also addresses several school-related issues including: parent involvement; school access; student assessment; student placement; support services; school climate; and multicultural education.

Other services offered by UCC include vocational and job training, counseling, health education, and child welfare education.

COLORADO

Catholic Immigration and Refugee Services

3417 West 38th Ave., Denver, CO 80211
(303) 458-0222

STAFF: The Catholic Immigration and Refugee Services (CIRS) program is over 15 years old. The staff of seven paid employees and 2-10 volunteers speak English, Spanish, and Vietnamese.

POPULATION SERVED: CIRS presently services 53 children and 1,600 adults, all of whom are needing immigration assistance, including some migrant or seasonal farmworkers. Receiving assistance are Salvadorans, Peruvians, Ethiopians, Afghans, Russians, and large numbers of Mexicans and Southeast Asians.

SERVICES: The major goals of CIRS are to (1) maintain cultural heritage; (2) ensure equitable access to services; (3) preserve families; and (4) foster opportunities for self-sufficiency.

Ecumenical Refugee Services (ERS)

190 E. 9th Ave., #420, Denver, CO 80203
(303) 860-0666

STAFF: ERS was established in 1979. Its staff of eight paid employees and 50 volunteers speak five languages.

POPULATION SERVED: ERS primarily provides assistance to refugees, although some immigrants also receive services. Even though ERS's services are available to many different ethnic groups, Ethiopians and Vietnamese are the most often served.

SERVICES: The primary goal of ERS is to assist refugees with the many tasks they must complete upon their arrival in the United States. These tasks include enrolling their children in school, processing paper work in order to reunite families, and assisting with job/employment searches.

Lutheran Refugee Service

3245 W. 31st Ave., Denver, CO 80211
(303) 433-3301

STAFF: Lutheran Refugee Service (LRS) began operation in 1975. The staff of seven paid employees speak various languages including English, Russian, and German.

POPULATION SERVED: LRS currently assists over 300 resettled individuals, including Vietnamese, Amerasians, Russians, Afghans, and Africans.

SERVICES: The goals of LRS are to (1) facilitate refugee resettlement; (2) help refugees to become self-sufficient; and (3) to reunite families. LRS provides sponsors for refugee arrivals, orientation to the United States, a clothing bank, referrals, employment services, and housing assistance.

SLV Christian Community Services Immigration Assistance Program

P.O. Box 984, Alamosa, CO 81101
(719) 589-5192

STAFF: The Immigration Assistance Program was established six years ago. The staff of one paid employee speaks both English and Spanish.

POPULATION SERVED: The Immigration Assistance Program currently assists immigrant families, 140 children and 120 adults, including some migrant or seasonal farmworkers. Receiving assistance are Mexican nationals and a large number of Kanjobal Guatemalan Indians.

SERVICES: The Immigration Assistance Program's goals and services are many. In general, the program (1) provides immigration assistance; (2) provides outreach to refugees; (3) educates the community regarding refugees; (4) advocates for Guatemalans and Guatemala; (5) supports Guatemalans' community organizing efforts; and (6) encourages community participation in immigrant issues through an Immigrant Advisory Committee. The Program's staff also keep in close contact with the local schools to ensure that Guatemalan children and youth are attending school.

CONNECTICUT

Catholic Charities, Migration & Refugee Services

125 Market St., Hartford, CT 06103
(203) 548-0059

STAFF: Catholic Charities' Migration & Refugee Services was established 17 years ago. The staff of 21 paid employees and two volunteers speak English, Vietnamese, Russian, Cambodian, Laotian, Polish, Thai, Spanish, French, German, and Romanian.

POPULATION SERVED: Migration & Refugee Services resettles over 500 refugees per year and its immigration component serves over 700 clients, not counting telephone consultations. The organization assists Vietnamese, Amerasians, Russians, Albanians, Romanians, and Central and South Americans.

SERVICES: The major goal of Migration & Refugee Services is to (1) resettle newly arriving refugees so that they may become self-sufficient and adjusted members of our communities; and (2) provide immigration assistance to those in need. The staff also address barriers to parent involvement in the schools as needed . Programs offered by Migration & Refugee Services include "Project For Learning" -a multifaceted, intergenerational family literacy program; "BOLT," classes for those 18 years and older to help them prepare for the job market; and "Summer Youth," a work/study summer program.

The Hispanic Health Council

96-98 Cedar Street, 3A, Hartford, CT 06106
(203) 527-0856

STAFF: The Hispanic Health Council (HHC) was established in 1978. The staff of 31 paid employees speak English and Spanish.

POPULATION SERVED: The HHC provides services to the Latino community, comprised primarily of Puerto Ricans. Assistance is available to both children and adults.

SERVICES: The goal of the HHC is to improve the health, mental health, nutrition, and economic well-being of Puerto Ricans and other Latinos in and around the city of Hartford. HHC addresses school-related matters such as: parent involvement; school access; and support services.

The HHC also addresses various health issues involving women (including pregnant women and teenagers), children and infants, and gay men. In addition, the HHC is instrumental in advocating for improved health and social services for Hartford's Latino community, initiating research, and providing training in these areas.

DELAWARE

Catholic Charities

135 Fourth St., Seaford, DE 19973
(302) 629-5705

STAFF: Catholic Charities' Rural and Migrant Ministry's staff of three paid employees speak English and Spanish.

POPULATION: The Ministry currently provides services to 200 children and 1,500 adults, all of whom are immigrants. Latino and Haitian immigrants are most frequently served. Each summer the Ministry also serves about 2,000 migrant workers with approximately 300 children, most of whom are Latino.

SERVICES: The goal of the Ministry is to provide for the spiritual well-being of migrants and the rural Latino community, and to refer people to needed service providers. In addition to assisting with basic needs (e.g. food and clothing), the Ministry addresses several school-related issues, including: parent involvement; school access; bilingual education; multicultural education; and school/community collaborations.

However, the Ministry's most frequently used resources include religious services, sacramental preparation, English as a Second Language (ESL) instruction, and referrals.

Catholic Charities, Inc., Refugee Program

2601 West 4th Street, Wilmington, DE 19805
(302) 654-9295

STAFF: The Refugee Program has been in operation for fifteen years. Among the paid staff of two and volunteer staff of four, languages spoken include Creole, English, Spanish, and Vietnamese.

POPULATION SERVED: The Program currently serves about 35 immigrants, some of whom are migrant or seasonal farmworkers. The primary groups served are Haitian, Latino, and Vietnamese. Approximately 80% of the people that the Program serves are immigrant.

SERVICES: The Program's major goal is to help immigrants resettle, including providing access to job training and ESL classes and assisting with efforts to find employment.

Latin American Community Center

403 N. Van Buren St., Wilmington, DE 19805
(302) 655-7338

STAFF: The Latin American Community Center was established 23 years ago. The staff of 28 paid employees and six volunteers speak English and Spanish.

POPULATION SERVED: The Center, which serves the Latino community, currently provides services to 3,500 children and 3,600 adults. Approximately 80% of the Center's clientele are immigrants.

SERVICES: The goal of the Center is to improve the quality of life for Latinos by developing resources that will promote their advancement. In addition to offering daycare, employment assistance, family counseling, youth services, and community development assistance, the Center addresses many school-related issues including: school access; parent involvement; student assessment; student placement; bilingual education; multicultural education; support services; school climate; resource allocation; and school/community collaboration.

In addition, the Center provides tutoring and homework assistance to children, adult education, English as a Second Language classes, GED preparation, self-paced instruction, and day and evening classes.

DISTRICT OF COLUMBIA

Calvary Bilingual Multicultural Learning Center

1459 Columbia Rd., N.W., Washington, D.C. 20010
(202) 332-8697

STAFF: The Calvary Bilingual Multicultural Learning Center was established six years ago. The staff of 27 paid employees speak English and Spanish.

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POPULATION SERVED: The Learning Center currently assists 115 families, 145 children, and approximately 15 adults. Approximately 75% of the Learning Center clients are immigrants, although none are migrant or seasonal farmworkers. The Center serves a diverse population, representative of its community.

SERVICES: The goals of the Learning Center are to (1) provide a quality and affordable educational program for young children in daycare; (2) support families by making child care accessible; and (3) support and assist school age children in their educational endeavors in a bilingual setting through tutoring, summer camp and special interest classes. The Center is also interested in school-related issues such as: parent involvement; school access; student assessment; student placement; support services; bilingual education; school climate; resource allocation; multicultural education; and school/community collaboration. The Learning Center also provides teacher training and information/referrals.

Latin American Youth Center

3045 15th St., S.W., Washington, D.C. 20009
(202) 483-1140

STAFF: The Latin American Youth Center (LAYC) has been providing services to individuals and families for over 20 years. The staff of 50 paid employees and 35 volunteers speak English, Spanish, French, Vietnamese, Russian, Portuguese, and Italian.

POPULATION SERVED: LAYC currently serves over 3000 youth and families annually. Although LAYC's services are available to broad range of ethnic groups, Carribbeans and Central Americans are the most often served.

SERVICES: As a multi-service youth and family organization, LAYC's major goal is to promote the personal, social, and economic development of Latino and other youths of color. LAYC addresses such school-related issues as: parent involvement; school access; support services; school climate; resource allocation; school-based health and social services; and multicultural education. LAYC services include GED and English as a Second Language (ESL) classes, counseling and crisis intervention, substance abuse intervention/treatment, and youth development activities.

Spanish Education Development (SED) Center

1840 Kalorama Rd., N.W., Washington, D.C. 20009
(202) 462-8848

STAFF: SED was established over 20 years ago. Its staff of 35 paid employees and 425 volunteers speak English and Spanish.

POPULATION SERVED: SED currently provides services to 75 families, 75 children, and 750 adults, most of whom are immigrants. Although SED's services are available to Asians, Africans, and Latinos, immigrants from El Salvador are most frequently served.

SERVICES: By providing a variety of social and educational services, SED's goals are to (1) pioneer education programs which prepare people of all ages, regardless of their origins, to move effectively across the permeable boundaries of our culturally and linguistically diverse world; (2) provide quality child care that can permit parents to work or further their education; and (3) equip preschoolers with the skills essential for their future schooling and to develop fluency in both English and Spanish. SED addresses school-related issues such as: parent involvement; school access; student placement; student assessment; support services; multicultural education; school climate; and school/community collaboration.

SED's most often requested services include preschool, adult classes, and its Bilingual Vocational Training program.

FLORIDA

ASPIRA of Florida, Inc.

3650 N. Miami Ave., Miami, FL 33137
(305) 576-1512

STAFF: The Florida division of ASPIRA was established in 1981. The staff of 39 paid employees and 20-100 volunteers speak English, Spanish, and Creole.

POPULATION SERVED: ASPIRA currently assists 1,100 children, approximately 70% of whom are immigrants. ASPIRA provides services to Puerto Ricans, Haitians, Peruvians, Jamaicans, Dominicans, Guatemalans, and large numbers of Hondurans, Nicaraguans, and Cubans.

SERVICES: The major goal of ASPIRA is to develop educated, community-conscious and committed Puerto Rican, Latino, and other minority youth. In pursuing this goal, ASPIRA addresses several school-related issues including: parent involvement; school access; student assessment; student placement; bilingual education; multicultural education; support services; school climate; resource allocation; and school/community collaboration. ASPIRA provides community-based guidance and counseling, is represented on a local committee and local council addressing school issues, and operates an alternative middle school for at-risk youth. ASPIRA also provides "high wage" job training and placement to single parents/displaced homemakers and provides over $75,000 in financial aid to students.

Catholic Social Services (CSS) Immigration/Refugee Services

1771 N. Semoran Blvd., Orlando, FL 32807
(407) 658-0110

STAFF: CSS's Immigration/Refugee Services was established over 15 years ago. The staff of 14 paid employees speak English, Spanish, Vietnamese, and Creole.

POPULATION SERVED: Annually, Immigration/Refugee Services resettles approximately 300 refugees, places about 180 individuals in jobs, and provides immigration services to 800 clients. The program assists Central and South Americans, Ethiopians, Poles, Romanians, and large numbers of Vietnamese, Mexican farmworkers, and Haitians.

SERVICES: The goal of Immigration/Refugee Services is to help immigrant families become contributing members of the greater Orlando community. The types of assistance provided include employment counseling, job placement, immigration counseling, citizenship testing, English as a Second Language (ESL) classes, and basic refugee resettlement services (e.g. housing, medical care). Staff also address school-related issues such as: school access and multicultural education.

Church World Service

Royal Trust Bldg., Rm. 707, Miami, FL 33135
(305) 541-5594

STAFF: Church World Service (CWS) was established over 10 years ago. The staff of 12 paid employees and two volunteers speak six different languages.

POPULATION SERVED: CWS delivers services to approximately 500 families per year, including some migrant and seasonal farmworkers. Receiving assistance are Guatemalans, Hondurans, Canjobal Indians, and large numbers of Nicaraguans, Cubans, and Haitians.

SERVICES: The major goals of CWS are to (1) assist family reunification and resettlement; and (2) provide asylum assistance and advocacy.

Farmworkers Self-Help, Inc. (FSH)

709 Lock St., Dade City, FL 33525
(904) 567-1432

STAFF: FSH is over 10 years old. The staff of four paid employees and three volunteers speak English and Spanish.

POPULATION SERVED: FSH provides services to all ethnic groups and to seasonal farmworkers. The population presently served consists mostly of Mexicans and African-Americans.

SERVICES: FSH assists the farmworker community through education, advocacy, and organized efforts, and addresses such school-related issues as: parent involvement; student placement; support services; school climate; and multicultural education.

In addition, FSH lobbies for farmworkers' rights and provides assistance in immigration matters, translations, advocacy, and housing.

Holy Cross Service Center

P.O. Box 613, Indiantown, FL, 34956
(597) 382-2798

STAFF: The Holy Cross Service Center (HCSC) was established in 1980. The staff of three paid employees speak English and Spanish.

POPULATION SERVED: The HCSC is presently assisting 500 families, 180 children and 10,000 adults. The majority of those receiving services are immigrants, including some migrant or seasonal farmworkers. Although Mexicans, African-Americans, and Mayans are the most commonly served ethnic groups, Center services are also available to Guatemalans, Haitians, Salvadorans, and Jamaicans.

SERVICES: The major goal of the HCSC is to provide individuals with translation services, immigration assistance, and emergency needs (e.g. food and shelter). In addition, the Center addresses school-related issues such as: parent involvement; school climate; and school/community collaboration. Various sorts of information and referrals are also provided by the Center.

Lutheran Ministries of Florida

100 NW 37 Ave., Penthouse, Miami, FL 33125
(305) 642-6822

STAFF: The Lutheran Ministries of Florida (LMF) was established 13 years ago. The staff of six paid employees and two volunteers speak English, Spanish, French, and Creole.

POPULATION SERVED: LMF is currently assisting 2,000 immigrants, including children and adults, and migrant and seasonal farmworkers. Although LMF's services are available to South Americans and Cubans, Central Americans and Haitians are helped most often.

SERVICES: LMF works to provide undocumented immigrants the opportunity to legalize their immigration status in the United States, and in doing so, the opportunity to secure employment and become productive members of society. LMF provides clients with legal

representation in all immigration matters, obtains employment authorization, processes visa petitions and adjustment applications, and through LMF's Refugee Resettlement Program, helps newly arrived refugees obtain housing, medical services, and counseling.

Migration Refugee Resettlement Program/Catholic Charities

6533 9th Ave. N. #1 East, St. Petersburg, FL 33710
(813) 345-0953

STAFF: The Migration Refugee Resettlement Program was established over 10 years ago. The staff of six paid employees and

10 volunteers speak English, Chinese, Vietnamese, Khmer, Lao, Polish, Russian, French, and Thai.

POPULATION SERVED: The Resettlement Program currently delivers services to 33 families, 15 children and 57 adults, none of whom are migrant or seasonal farmworkers. The Program assists Laotians, Cambodians, Iranians, and large numbers of Eastern Europeans.

SERVICES: The goal of the Resettlement Program is to bring about self-sufficiency through employment. The program also addresses such school-related issues as: parent involvement; student placement; school climate; support services; and multicultural education.

The Resettlement Program provides shelter, interpretation assistance, medical screening, school enrollment, public assistance, and employment help.

Office for Farmworker Ministry

815 South Park Ave., Apopka, FL 32703
(407) 886-5151

STAFF: The Office for Farmworker Ministry (OFFM) was established in 1971. The staff of 13 paid employees and over 30 volunteers speak English, Creole, and Spanish.

POPULATION SERVED: OFFM delivers assistance to 7,000 farmworker and rural poor families. The population served consists of mainly Mexicans but also Salvadorans, Chicanos, Guatemalans, Puerto Ricans, Haitians, Hondurans, and African Americans.

SERVICES: OFFM provides various services to adults, youth and children. Parents and students are trained in their legal rights under the State of Florida's Limited English Proficiency (LEP) agreements. Youth are taught conflict resolution skills for dealing with racism and ethnic harassment. Street theater is also used to help youth explore their culture and history and to conduct peer ministry. Other resources provided by OFFM staff include family counseling and pastoral services, youth ministry, legal services, credit union, and leadership training in areas of community organizing, grantwriting, and pastoral models for farmworker ministry.

South Dade Immigration Association

21 S. Krome Ave., Homestead, FL 33030
(305) 247-4779

STAFF: The South Dade Immigration Association (SDIA) was established five years ago. The staff of six paid employees and two volunteers speak English, Spanish, French, and Haitian Creole.

POPULATION SERVED: SDIA provides immigration services to over 200 individuals per week, and educational services to 250 adults annually. The vast majority of SDIA's clients are migrant or seasonal farmworkers. In descending order of frequency, staff assist Mexicans, Haitians, Guatemalans, Salvadorans and Hondurans, and South Americans.

SERVICES: The goals of SDIA are to (1) provide quality immigration services; (2) offer free English as a Second Language (ESL) and native language literacy instruction; (3) educate farmworkers about anti-discrimination laws; and (4) advocate on behalf of farmworkers. SDIA staff also address school-related issues including: parent involvement; school access; and school/community collaborations. SDIA provides translations and assistance with the ETS citizenship exam.

GEORGIA

World Relief

964 N. Indian Creek Way, A-1, Clarkston, GA 30021
(404) 294-4352

STAFF: The World Relief organization in Clarkston, Georgia is 12 years old. The staff of eight paid employees and 13 volunteers speak English, Vietnamese, and Somali.

POPULATION SERVED: World Relief currently assists 100 immigrant families including 100 children and 200 adults. Although the organization most frequently provides services to Vietnamese immigrants, members of other ethnic groups — Somali, Ethiopian, and Soviet—also receive assistance.

SERVICES: World Relief seeks to resettle refugees by providing assistance with (1) sponsors; (2) basic necessities (e.g. housing); (3) employment; (4) counseling; and (5) immigration. World Relief also indirectly addresses, indirectly, many important school-related issues. Staff help parents to enroll their children in school, provide translations, and respond to school crisis situations. The organization's most popular services include recruiting sponsors, providing orientation and counseling to sponsors and refugees, and providing employment assistance.

HAWAII

The Immigration Center (formerly the Kalihi-Palama Immigrant Service Center)

720 N. King St., Honolulu, HI 96817
(808) 845-3918

STAFF: The Immigration Center has been in operation since 1973. The Center offers two programs: Newcomers and Immigrant Youth. The staff of six paid bilingual employees and 15 volunteers speak several languages including English, Spanish, Laotian, Vietnamese, Samoan, Tagalog, Mandarin Chinese, and Cantonese.

POPULATION SERVED: Newcomers assists 60 immigrant youth (20 students three times per year). Immigrant Youth provides outreach to over 700 immigrant youth in many primary and secondary schools. Participating in these programs are Vietnamese, Koreans, Samoans, Laotians, and large numbers of Filipinos and Chinese.

SERVICES: The goals of these programs are to (1) assist immigrant youth with adjustment; (2) provide students with the skills necessary to succeed in the American school system; and (3) foster multicultural awareness in the schools and community.

The Newcomers program offers English as a Second Language (ESL) instruction to 20 students aged 12-18 years three times per year. The Immigrant Youth program provides counseling, translation, and ESL tutoring to youth aged 7-13 in the local school system.

IDAHO

Idaho Refugee Services Program

1700 Westgate Dr., Boise, ID 83704
(208) 334-0980

STAFF: The Idaho Refugee Services Program is 15 years old. The staff of eight full-time employees utilize paid bilingual assistants who speak English, Russian, Vietnamese, Albanian, Arabic, Spanish, Polish, Lao, Romanian, and Czech.

POPULATION SERVED: The Refugee Services Program currently assists 65 families, 60 children, and 175 adults. The program provides services to immigrants of many different ethnic groups, including Kurdish, Vietnamese, Armenian, Iraqi, Romanian, Amerasian, Albanian, African, and Ukrainian. Usually, the ethnic makeup of clientele varies from year to year.

SERVICES: The goal of the Idaho Refugee Services Program is to provide durable self-sufficiency among refugees and refugee groups in southwest Idaho. Through its work, the program also indirectly addresses many school-related issues, including: parent involvement; bilingual education; student placement; multicultural education; support services; school climate; and school/community collaboration.

The program provides many services including case management, adjustment services, and bilingual assistance. The program's most often used resources are English as a Second Language (ESL) classes and employment services.

ILLINOIS

Association House of Chicago

2150 W. North Avenue, Chicago, IL 60647
(312) 276-0084

STAFF: Association House of Chicago was opened in 1899. The staff of 220 paid employees and 25 volunteers speak English and Spanish.

POPULATION SERVED: Association House provides services to economically, mentally, and/or physically disabled children, adolescents, and adults. In 1991, Association House served 16,000 people, the majority of whom were Latino, including Mexican, South American, and Central American immigrants.

SERVICES: The goal of Association House of Chicago is to meet the needs of residents in the greater West Town community. Culturally sensitive services in education, counseling, residential care, case management, and employment help individuals and families become self-sufficient and independent. In total, Association House offers 41 programs that are grouped under six divisions: Child Welfare Services; Community Development Services; Human Services; Mental Health Services; Residential Services; and Visions: Addiction Services.

Immigrant and Community Services Program, Travelers and Immigrants Aid

327 S. LaSalle Street, Suite 1400, Chicago, IL 60604
(312) 435-1960

STAFF: The Immigrant and Community Services Program at Travelers and Immigrants Aid, in existence for more than 25 years, has a paid staff of 17 people whose languages include English, Polish, and Spanish.

POPULATION SERVED: The Program currently serves the low-income immigrant population of Chicago and outlying areas, including out-of-state individuals with cases in the Chicago area. Latinos, Mexicans, and Central Americans are the groups most frequently assisted at present. Africans, Poles, and other Eastern European groups also are commonly served. However, all races and ethnicities are welcome.

SERVICES: The current focus of the Program is on direct legal immigrant services and immigration related counseling to Chicago area immigrants. When educational issues are involved, the Program addresses them.

Additional services provided by the larger organization, Travelers and Immigrants Aid, include refugee assistance, domestic violence counseling, counseling for victims of torture, medical and mental health services to homeless, Spanish literacy, life skills workshops, citizenship preparation classes, and citizenship testing.

Vietnamese Association of Illinois (VAI)

4824 N. Broadway, Chicago, IL 60640
(312) 728-3700

STAFF: VAI is 16 years old. The staff of 16 paid employees and 10 part-time volunteers speak English and Vietnamese

POPULATION SERVED: VAI is currently providing services to approximately 100 children and 2000 adults, 99% of whom are immigrants or refugees. Although the organization primarily serves the Vietnamese community, ethnic Chinese, Laotians, and Cambodians receive assistance as well.

SERVICES: The major goal of VAI is to (1) provide social services and cultural activities for the Vietnamese; (2) assist Vietnamese arrivals to become self-sufficient; and (3) foster the development and strength of the Vietnamese community in the Chicago area. In pursuing these goals, the staff at VAI also address several school-related issues, including: parent involvement; school access; bilingual education; support services; school climate; resource allocation; and school/community collaboration. The most popular services offered by VAI include employment assistance, translation services, and after-school tutoring.

INDIANA

El Centro Hispano - The Hispanic Center

617 E. North St., Indianapolis, IN 46204
(317) 636-6551

STAFF: El Centro Hispano was established over 10 years ago. The staff of 12 paid employees and 15 volunteers speak English, Spanish, and Italian.

POPULATION SERVED: El Centro Hispano presently assists approximately 60 children and 200 adults, including some migrant or seasonal farmworkers. El Centro Hispano is open to Latino and Asian immigrants.

SERVICES: The major goal of El Centro is to provide social services, basic education, and emergency assistance (food, shelter). El Centro also addresses school-related issues such as: multicultural education and promotes ethnically diverse staffing.

El Centro Hispano collaborates with local schools, providing English as a Second Language (ESL) classes, translation services, and producing a bilingual "Head Start" newsletter.

International Institute of N.W. Indiana

4433 Broadway, Gary, IN 46409
(219) 980-4636

STAFF: International Institute of N.W. Indiana was established over 30 years ago. The staff of three paid employees and three volunteers speak English, Spanish, and Polish.

POPULATION SERVED: The Institute currently serves 1,100 families annually. Of the total population served, 70% are immigrants and a small portion are farmworkers. Over 75 different ethnic groups are served, the majority being Latino.

SERVICES: The Institute assists immigrants with the transition to American culture. It places emphasis on the immigration and naturalization process and provides counseling and assistance. The Institute is also concerned with assuring that undocumented children have access to the school system.

Migrant Farmworker Project

151 N. Delaware St., Suite 1800, Indianapolis, IN 46204
(317) 631-9410, ext.236

STAFF: The Migrant Farmworker Project (MFP) began in 1979. The staff of three paid employees speak English and Spanish.

POPULATION SERVED: The MFP currently serves about 200 immigrant families. The program assists mainly Mexicans, and some Guatemalans, Salvadorans, Nicaraguans, Hondurans, and Haitians.

SERVICES: The MFP provides free legal services to migrant farmworkers who work in Indiana. Services include legal assistance with immigration, work-related problems, income tax information, and other legal problems. The Project also addresses the problem of school requests for social security numbers of undocumented children.

IOWA

Diocesan Hispanic Center

519 Fillmore St., Davenport, IA 52802
(319) 322-1450

STAFF: The Diocesan Hispanic Center is 10 years old. The staff of one paid employee and three volunteers speak English and Spanish.

POPULATION SERVED: The Center, which serves the Latino community, is presently providing assistance to 1000 families, 6,000 children, and 4,000 adults. Approximately 75% of the Center's clientele are immigrants, including some migrant or seasonal farmworkers.

SERVICES: The Diocesan Hispanic Center provides a variety of resources to the Latino community, including (1) translation services; (2) social service referrals; and (3) general aid (e.g. housing and financial support). Center staff is also available to work on school-related issues including: parent involvement; school access; bilingual education; support services; multicultural education; and school/community collaborations.

Other services available at the Center include church-related activities, adult education/leadership, English classes, and outreach.

Society of Thaidam-American Friendship

3818 S.E. 26th, Des Moines, Iowa 50320
(515) 242-7784

STAFF: The Society of Thaidam-American Friendship organization was started 15 years ago. The staff of 1.5 (FTE) paid employees and 25 volunteers speak English, Tai Dam, Vietnamese, Lao, and French.

POPULATION SERVED: The organization currently assists 350 families, 1,200 children, and 1,775 adults. Receiving services are the Tai Dam, Laotian, and Vietnamese ethnic groups.

SERVICES: The primary goals of the Society are to (1) conduct outreach; (2) assist with self-sufficiency and self-esteem; (3) promote friendship between the Tai Dam and American communities; (4) study and preserve the Tai Dam culture and its values; and (5) advocate for the rights of refugees. Through its work, the Society also addresses several school-related issues, including: parent involvement; school access; student assessment; student placement; bilingual education; multicultural education; support services; school climate; resource allocation; and school/community collaboration.

Staff provide parents with transportation, workshops, and translations; serve on various school boards and advisory committees; and provide opportunities for parents to participate in their child's education. The Society's most popular services, however, are providing transportation, translation, and counseling to elderly citizens.

KANSAS

Catholic Agency for Migration and Refugee Services

1510 Taylor Plaza, Garden City, KS 67846
(316) 276-7610

STAFF: The Catholic Agency for Migration and Refugee Services (CAMRS) is over 10 years old. The staff and volunteers speak English, Vietnamese, and Laotian.

POPULATION SERVED: Most of the people served by CAMRS are from Vietnam, but also from Laos, Cambodia, Ethiopia, Uganda, Russia, and Central America.

SERVICES: The major goals of CAMRS are to (1) provide reception and placement of refugees; (2) increase sensitivity to individual and family needs of immigrants; and (3) provide information and immigration services. CAMRS addresses school-related issues such as: parent involvement; school access; student assessment; school climate; and multicultural education. CAMRS also inquires about positions for ethnic paraprofessionals.

Harvest America Corporation

P.O. Box 752, Goodland, KS 67735
(913) 899-3878

STAFF: The Harvest America Corporation was established in 1981. The staff of two paid employees and varying numbers of volunteers speak English and Spanish.

POPULATION SERVED: Harvest America Corporation currently serves 80 children and 15 adults, including some migrant or seasonal farmworkers. Approximately 60% of those receiving services are immigrants. Although Harvest America Corporation assists both Latinos and Germans, Latinos are the most frequently served.

SERVICES: The goal of Harvest America Corporation is to help its clientele become more self- sufficient. In addition, the organization addresses several school-related issues including: parent involvement; support services; and school/community collaboration.

Services provided by Harvest America Corporation include interpretations, immigration counseling, translations, and assisting with immediate basic needs.

United Methodist W. Kansas Mexican-American Ministries, Inc.,

Box 766, 244 N. Taylor, Garden City, KS 67846
(316) 275-1766

STAFF: The United Methodist W. Kansas Mexican-American Ministries, Inc. was established 18 years ago. The staff of 23 paid employees and 45 volunteers speak English, Spanish, and German.

POPULATION SERVED: The Ministry is currently assisting 700 families, including some immigrants and migrant/seasonal farmworkers. Although the Ministry's services are available to African Americans, Native Americans and Asians, the organization serves mostly Latinos and Whites.

SERVICES: The Ministry is committed to Christ's work in the world. It provides a comprehensive range of social services, operates a medical clinic, provides services to migrant/seasonal farmworkers, and does nutrition education and food reimbursement for licensed/registered daycare centers. In addition, the Ministry is concerned with school-related issues such as: parent involvement; school access; bilingual education; school climate; and school/community collaboration.
Among the Ministry's most utilized services is its assistance program for immigration, naturalization, and legalization.

KENTUCKY

Diocese of Owensboro, Refugee Services

600 Locust St., Owensboro, KY 42301
(502) 683-1545

STAFF: The Diocese of Owensboro, Refugee Services was established in 1975. The staff of five paid employees and three volunteers speak English, Vietnamese, and Polish.

POPULATION SERVED: Refugee Services presently assists 50 families. Although services are available to Poles and Romanians, Vietnamese are most commonly served.

SERVICES: The goal of Refugee Services is early economic self-sufficiency among refugees through English as a Second Language (ESL) classes, and job placement. Refugee Services also maintains a close relationship with community schools.

LOUISIANA

Immigration and Refugee Services Associated Catholic Charities of New Orleans

1000 Howard Ave., Suite 1200, New Orleans, LA 70113
(504) 523-3755

STAFF: Immigration and Refugee Services was established 20 years ago. The staff of 23 paid employees and two volunteers speak English, Spanish, Vietnamese, Cantonese, Creole, and French.

POPULATION SERVED: Immigration and Refugee Services currently assists 1,400 adults, none of whom are migrant or seasonal farmworkers. Although services are available to Southeast Asians, Central Americans, Eastern Europeans, Africans, and peoples of the Middle East, the most frequently served ethnic groups are Vietnamese, Haitian, and Cuban refugees.

SERVICES: Immigration and Refugee Services assists individuals in becoming self-sufficient by providing (1) legal advocacy; (2) English as a Second Language (ESL) classes; and (3) job training/placement.

MAINE

Diocese Human Relations Services, Refugee Resettlement Program

107 Elm St., Portland, ME 04101
(207) 871-7437

STAFF: The Refugee Resettlement Program was established in 1975. The staff of 18 paid employees and four volunteers speak English, Spanish, Portuguese, French, Polish, Vietnamese, and Khmer.

POPULATION SERVED: The Refugee Resettlement Program is currently assisting 200 families. The Program serves Amerasians, Soviets, Africans, and large numbers of Cambodians and Vietnamese.

SERVICES: The goal of the Refugee Resettlement Program is to facilitate early economic self-sufficiency among refugees. The program assists with case management, health services, acclimation, family reunification, employment, housing, and obtaining social security numbers. In addition, the staff help refugees to enroll in English as a Second Language (ESL) and college classes, provides tutoring, and helps refugees obtain money for vocational training.

MARYLAND

Foreign-Born Information and Referral Network (FIRN)

10630 Little Patuxent Pkwy, Suite 209, Columbia, MD 21044
(301) 992-1923

STAFF: FIRN, a grant project from 1981-1984, was incorporated in 1984. The staff of three full-time and three part-time paid employees and over 200 volunteers speak English, Spanish, French, Korean, Vietnamese, Chinese dialects, and Haitian Creole, among others languages.

POPULATION SERVED: FIRN currently assists 2,000 immigrants, none of whom are migrant or seasonal farmworkers. Although FIRN is open to all ethnic groups, those most frequently served include Mexicans, Salvadorans, Vietnamese, Chinese, Taiwanese, Koreans, Cambodians, Haitians, Jamaicans, Peruvians, Liberians, and those from the former Soviet Union.

SERVICES: The goal of FIRN is to assist refugees and immigrants settling in Howard County, MD to become self-sufficient, contributing members of the community. FIRN addresses several school-related issues as well, including: parent involvement; school access; multicultural education; support services; school climate; resource allocation; and school/community collaboration.

FIRN's most popular services include cultural orientation, job counseling and placement, and immigration counseling. Other services include consumer assistance, tutoring, and information and referrals.

Korean American Community Services

969 Thayer Ave., P.O. Box 7014 , Silver Springs, MD 20907
(301) 589-6470/71

STAFF: Korean American Community Services (KACS) is more than 10 years old. The staff of three paid employees and 13 volunteers speak English and Korean.

POPULATION SERVED: KACS currently serves 1,200 adults. Receiving assistance are Japanese, Chinese, and a large number of Koreans.

SERVICES: KACS provides information on community resources, free English and citizenship classes, and interpretation and translation services. KACS also assists with immigration and VISA procedures.

Up With Kids

9441 Dartmouth Rd., Columbia, MD 21045
(410) 730-5095

STAFF: Up With Kids was established in 1986. The staff of five volunteers speak English, Chinese, and Indonesian.

POPULATION SERVED: Up With Kids is presently delivering services to 55 immigrant children from all over the world, including Vietnam, Korea, and China.

SERVICES: The major goal of Up With Kids is to help foreign high school students master English and to adjust socially. The organization addresses school-related issues such as: student placement; support services; and multicultural education.

Up With Kids also offers social activities for the students and their families as well as free tutoring through the use of study groups.

MASSACHUSETTS

Cambodian Community of Massachusetts Inc. (CCM)

375 Broadway, Rm. 204, P.O. Box 6013, Chelsea, MA 02150
(617) 884-8004

STAFF: CCM was established in 1979. The staff of three paid employees speak English and Khmer.

POPULATION SERVED: CCM currently serves approximately 720 adults per year. CCM serves the Cambodian community.

SERVICES: The primary goal of CCM is to assist Cambodian refugees with their integration into American society by promoting self-sufficiency, well-being, and cross-cultural understanding. CCM also addresses the following school related issues: parent involvement; multicultural education; student assessment; support services; and school climate.

Advocacy and translation services are the two most often used resources provided by CCM. Other CCM services include English as a Second Language (ESL) classes, citizenship classes, and community education and tutoring. (Tutoring services for Cambodian high school students are run in collaboration with local schools.)

Cambodian Mutual Assistance Association

125 Perry St., Lowell, MA 01852
(508) 454-4286

STAFF: The Cambodian Mutual Assistance Association (CMAA) was established in 1985. The staff consist of 25 full and part time employees of whom 60% speak Khmer.

POPULATION SERVED: CMAA serves the Cambodian community and other linguistic minorities.

SERVICES: Services include: employment and training, English as a second language, carpentry and electronics training, alternative school for out-of-school youth, youth recreation, peer leadership, substance abuse awareness, family support for families with developmentally delayed children, and day care. CMAA also addresses school-related issues including: parent involvement; student placement; bilingual education; multicultural education; and school/community collaboration.

Casa del Sol Educational Program, Inc.

32 Rutland St., Boston, MA 02118
(617) 266-3040

STAFF: Casa del Sol Educational Program, Inc. was established over 20 years ago. The staff of four paid employees speak English and Spanish.

POPULATION SERVED: Casa del Sol provides services to adults, including some immigrants and migrant/seasonal farmworkers. Receiving assistance are individuals from the Caribbean, Central America, and South America.

SERVICES: The goal of Casa del Sol is to provide educational programs to immigrant adults so that they might successfully establish themselves in America. The organization's most popular service is its GED preparatory class.

Centro Presente

54 Essex Street, Cambridge, MA 02139
(617) 497-9080

STAFF: The approximately 25 paid staff and 25 volunteers speak Spanish and English.

POPULATION SERVED: Established for 12 years, Centro Presente serves over 7000 Central Americans each year, approximately 90% from El Salvador and Guatemala, 10% from Honduras and Nicaragua. All clients served are immigrants. The vast majority (99%) of clients are over the age of 18; many come to Centro with family related issues.

SERVICES: The major goal of Centro Presente is to assist, empower, and educate the Central American population in the greater Boston area. By successfully integrating clients into the planning and direction of the agency, Centro has become a Central American-run organization. Centro's programs include legal/immigration assistance, ESL/Spanish literacy classes, educational workshops, community services, and economic development. More than half the teaching staff are former students trained in community teacher training program. Centro addresses many school-related issues including: school access; parent involvement; multicultural education; school climate; teacher training; and, school/community collaboration.

Laotian American Organization (LAO) of Greater Lowell, Inc.

79 High Street, Lowell, MA 01852
(508) 452-7313

STAFF: LAO is almost 10 years old. The paid staff of two full time and two part time employees speak English, Lao, Cambodian, and Thai.

POPULATION SERVED: LAO currently serves approximately 5,000 immigrants. The majority of LAO clientele are Laotian.

SERVICES: LAO's major goal is to provide English as a Second Language (ESL) instruction, job development, and access/ outreach to mainstream providers. LAO also addresses the following school-related issues: parent involvement; multicultural education; and school climate.

ESL instruction and translation services are the two most used resources at LAO.

Vietnamese American Civic Association

1486 Dorchester Ave., Dorchester, MA 02122
(617) 288-7344

STAFF: The Vietnamese American Civic Association (VACA) was established in 1984. The staff of 13 paid employees and five volunteers speak English and Vietnamese.

POPULATION SERVED: VACA serves approximately 1,000 individuals annually. Those served are predominately Vietnamese from the Greater Boston area.

SERVICES: VACA's major goal is to help Vietnamese newcomers adjust and adapt to American culture. VACA also addresses school-related issues and provides after school tutoring to middle and high school students, a summer enrichment program for youth ages 8-17 years, and alternative educational opportunities.

VACA also provides a community support program, a program for former political detainees, and English as a Second Language (ESL) classes.

MICHIGAN

International Institute of Flint

515 Stevens St., Flint, MI 48502
(313) 767-0720 FAX: (313)767-0724

STAFF: The International Institute of Flint was established in 1922. The staff of 10 paid employees and two volunteers speak a total of eight languages.

POPULATION SERVED: Annually, the Institute serves an average of 25,000 individuals, 10% of whom are immigrants. Assistance is most frequently given to Central Americans, Russians, Chinese, and a comparatively large number of Lebanese.

SERVICES: The Institute's goals are to (1) assist foreign-born individuals with their integration into the community; and (2) foster racial, ethnic, and cultural understanding within the larger community. Services include language instruction, interpreters/ translators, legal assistance, welcoming receptions, and citizenship preparation and testing.

The Institute also addresses a comprehensive array of school-related issues. Most recently, it has focused on multicultural understanding, initiating a "Great Cultures Program." Both educators and students acquire an appreciation and a greater understanding of different cultures through this program.

Latin American Affairs Dept., Catholic Diocese of Saginaw

716 North Michigan Ave., Saginaw, MI 48602
(517) 755-4477

STAFF: The Latin American Affairs Department (LADD) was established 21 years ago. The staff of two paid employees and three volunteers speak English and Spanish.

POPULATION SERVED: LADD is currently providing services to 350 families. Approximately 40% of its clientele are immigrants, including some migrant or seasonal farmworkers. Although Mexicans are served most frequently, Cubans, Salvadorans, Guatemalans, Arabs, Germans, Poles, Filipinos, Vietnamese, Laotians, Chinese, and Haitians also receive assistance.

SERVICES: LADD makes available to its clients a variety of services, including pastoral referrals, income tax services, advocacy (housing, employment, education, and public services), legal assistance, interpreters/translators, Hispanic Public Relations Network, migrant services/camp visitations, voter registration, and immigration services. In addition, LADD actively addresses several school-related issues including: parent involvement; school access; support services; bilingual education; support services; school climate; resource allocation; and school/community collaboration.

Refugee Services, Catholic Social Services

1900 South Cedar Street, Lansing, MI 48910
(517) 484-1010

STAFF: Refugee Services was established over 10 years ago. The staff of 18 paid employees and 185 volunteers speak English, Arabic, Hmong, Lao, Romanian, Vietnamese, and several African languages.

POPULATION SERVED: Refugee Services currently assists 623 families, 2,400 children, and 900 adults. All of those receiving services are immigrants and/or seasonal farmworkers. Often receiving services are Vietnamese, Hmong, Laotians, Romanians, Russians, and Ethiopians.

SERVICES: Refugee Services' major goal is to provide necessities, access to community resources, employment, health care, and immigration services to refugees and immigrants. This organization also addresses school-related issues such as: parent involvement; school access; student assessment; student placement; support services; school climate; resource allocation; and multicultural education.

Services most in demand at Refugee Services include distribution of basic provisions, health care, job placement and information, and referrals. Other services include a youth program and a program to enroll immigrant students in Head Start.

Spanish Speaking Information Center

202 E. Boulevard, Flint, MI 48503
(313) 239-4417

STAFF: The Spanish Speaking Information Center (SSIC) was established 22 years ago. The staff of three paid employees and two volunteers speak English and Spanish.

POPULATION SERVED: The SSIC currently provides services to 740 children and 380 adults, including some migrant or seasonal farmworkers. Approximately 50% of SSIC's clients are immigrants. Although the Center's services are available to Whites and African Americans, Latinos are most frequently served.

SERVICES: The primary goal of SSIC is to improve the quality of life for the Latino community, providing services such as educational opportunities, cultural awareness, advocacy, and social services. The Center addresses such school-related issues as: school access; student placement; bilingual education; multicultural education; support services; school climate; and school/community collaboration.

The SSIC's most often used services include translation and basic needs' assistance.

MINNESOTA

Catholic Charities / Migration and Refugee Services

215 Old 6th St., St. Paul, MN 55102
(612) 222-3001

STAFF: Migration and Refugee Services (MRS) of Catholic Charities of St. Paul was established in 1975. The staff of eight paid employees and 200 volunteers speak English, Vietnamese, Hmong, Lao, Khmer, Thai, Chinese, and French.

POPULATION SERVED: MRS currently provides resettlement services to 574 refugees and employment services to an additional 100 immigrants. Receiving assistance are Hmong, Cambodians, Laotians, Ethiopians, and a large number of Vietnamese.

SERVICES: MRS's goal is to ease and assist the transition of immigrants and refugees to the United States through (1) reception and placement of new arrivals; (2) employment assistance; (3) housing assistance; (4) translation and interpretation services; and (5) any other service that would enable a smooth transition. In addition, MRS assists parents in enrolling their children in school promptly and addresses such school-related issues as: parent involvement; school access; student assessment; student placement; school climate; resource allocation; school/community collaboration; and multicultural education.

MRS's staff also encourage adults to continue their education and to obtain language and job skills.

Centre for Asians and Pacific Islanders (CAPI)

2200 Franklin Ave., Minneapolis, MN 55404
(612) 672-0123

STAFF: CAPI was established in 1982. The staff of 22 paid employees speak English, Hmong, Laotian, Khmer, Vietnamese, Thai, and French. CAPI operates a branch office in St. Paul, Minnesota as well.

POPULATION SERVED: CAPI currently serves approximately 2,200 immigrant families, 4,500 children and 2,500 adults, including migrant or seasonal farmworkers. Services are available to all low-income Southeast Asians or Asian refugees. Food distribution is also available to low-income non-Asians who reside in the neighborhood.

SERVICES: CAPI's major goal is to help Southeast Asian and Asian refugees become self-sufficient. The organization also addresses several school-related issues including: parent involvement; school access; student placement; support services; school climate; resource allocation; and multicultural education.

CAPI's most frequently used services include employment and placement services, emergency food distribution, and legal aid. Other CAPI services include health education and delinquency prevention.

Centro Legal, Inc.

15 S. 5th Street, Suite 1134,Minneapolis, MN 55402
(612) 338-4503
and 179 East Robie St., St. Paul, MN 55107
(612) 291-0110

STAFF: Centro Legal was established 11 years ago. The staff of six paid employees and one volunteer speak English and Spanish.

POPULATION SERVED: Centro Legal currently assists 655 families, 250 children and 655 adults. Although the organization serves mostly Latinos (and mostly immigrants), others, including Native Americans, African Americans, Asians, and Whites are served. In addition, Centro Legal does provide help to migrant or seasonal farmworkers.

SERVICES: Centro provides legal counseling that involves immigration law, family law, disability benefits, consumer rights, and housing rights. Centro intervenes in cases involving undocumented immigrant student rights and school access issues. Centro staff visit schools and other institutions to speak about immigration issues, legal issues pertaining to immigrant families, and legal rights and services. They also mentor students interested in legal professions.

Minnesota Hispanic Education Program

245 E. 6 St., #467, St. Paul, MN 55101
(612) 222-6014

STAFF: The Minnesota Hispanic Education Program (MHEP) is 10 years old. The staff of one paid employee and three volunteers speak English and Spanish.

POPULATION SERVED: The MHEP provides services to the Latino community, including immigrants, non-immigrants, and migrant or seasonal farmworkers.

SERVICES: The MHEP is an organization that (1) provides scholarships to Latinos in post-secondary educational programs and (2) serves as an advocate on behalf of Latinos in nearly all areas of education.

MISSISSIPPI

Catholic Charities, Refugee Social Services

P.O. Box 2248, Jackson, MS 39225-2248
(601) 352-4503

STAFF: Catholic Charities of Jackson, Mississippi was begun about 30 years ago and its refugee program was established 17 years ago. Refugee Social Services (RSS) has two part-time paid employees who speak English.

POPULATION SERVED: RSS is currently providing services to 20 families, 130 children and 75 adults, all of whom are immigrants and some of whom are migrant or seasonal farmworkers. Receiving assistance are Latinos, Africans, Asians, Mid-Easterners, Europeans, and a large number of Vietnamese.

SERVICES: The goal of RSS is to resettle immigrants to the Jackson area and to help them become self-sufficient. RSS works to meet refugees' initial needs for food, shelter, clothing, and employment assistance. Staff also accompany parents to local schools and assist individuals with INS forms.

MISSOURI

Mattie Rhodes Counseling & Art Center

1740 Jefferson, Kansas City, MO 64108
(816) 471-2536

STAFF: The Mattie Rhodes Counseling & Art Center was established 97 years ago. The staff consist of 19 paid members and 12 volunteers, of whom 4 speak English and Spanish.

POPULATION SERVED: The Center currently provides services to 128 children and 128 adults, approximately 60% of whom are immigrants. Although African Americans are eligible for assistance, the Center most frequently helps Latinos.

SERVICES: The goal of the Center is to enhance the lives of its clients through individual, family, and group counseling, as well as exposure to art. The organization does not address any school-related issues serving immigrant students directly.

MONTANA

Montana Association for Refugee Services (MARS)

3300 2nd Ave., North, #7 & 8, Billings, MT 59101
(406) 248-3433

STAFF: MARS was established 10 years ago. The staff of five paid employees and one volunteer speak English.

POPULATION SERVED: MARS currently provides services to 41 families, 44 children and 63 adults. The Association's services are available to a variety of ethnic groups including: Vietnamese, Laotian, Hmong, Russian, Chinese, Cambodian, Bulgarian, Nicaraguan, Ethiopian, and Iraqi. At the present time, Vietnamese and Laotian refugees are most frequently served.

SERVICES: The goal of MARS is to help refugees become self-sufficient. MARS staff assist with refugee relocation, resettlement, and job placement. Several educational issues are also addressed through MARS's work, including: parent involvement; school access; student assessment; student placement; multicultural education; student support; school climate; and school/community collaboration.
In addition to providing students and/or parents counseling, interpretation, and translation services, and assistance with school visits, MARS provides English and Vietnamese language classes.

NEBRASKA

Catholic Social Services

335 N. 27 St., Lincoln, NE 68503
(402) 474-1600

STAFF: Catholic Social Services of Lincoln, Nebraska is 60 years old. The Refugee Department's staff of 12 paid employees and varying numbers of volunteers speak English, Vietnamese, and French.

POPULATION SERVED: Catholic Social Services currently provides services to 133 families, 181 children and 385 adults. Although the organization assists many different ethnic groups, including Ethiopian, Libyan, Iraqi, Cuban, and Afghani, refugees from Vietnam and the former Soviet Union (mainly Armenia and the Ukraine) are most frequently served.

SERVICES: The goal of Catholic Social Services of Lincoln is to provide (1) resettlement services to newly arrived refugees; and (2) employment services so that refugees may attain economic self-sufficiency. The organization also addresses the issue of school access for refugee families by assisting with school enrollment. Catholic Social Services' most frequently used resources include core resettlement services for new arrivals, employment placement services, and case management. A family mental health worker is also available to assist refugees.

NEVADA

Nevada Association of Latin Americans, Inc. (NALA)

323 N. Maryland Parkway, Las Vegas, NV 89101-3130
(702) 382-6252

STAFF: NALA was established in 1969. On the staff are 25 paid employees and 30 volunteers, most of whom speak English and Spanish.

POPULATION SERVED: NALA serves southern Nevada's Latino community. In 1991, the organization served approximately 6,770 adults. NALA does not inquire into its clients' immigration status.

SERVICES: NALA's goal is to provide a variety of social services, including child care, to economically disadvantaged people of southern Nevada. In addition, through its work with Latino coalitions, NALA addresses school-related issues such as: multicultural education; school climate; and school/community collaborations.

NEW HAMPSHIRE

Apostolado Hispano, Diocese of Manchester

41 Chandler St., Nashua, NH 03060
(603) 881-8065

STAFF: Apostolado Hispano was established in 1986. The staff of three paid employees speak English and Spanish.

POPULATION SERVED: Apostolado Hispano currently provides assistance to 30 families, 95% of which are Latino and 5% either Iranian or Nigerian.

SERVICES: The goal of Apostolado Hispano is to provide a worshipping community for people. Services include college orientation, health (e.g. prenatal/birth) information/assistance, and voter registration. Apostolado Hispano also makes referrals to a bilingual social worker, who in turn helps address various school-related issues.

NEW JERSEY

Catholic Family and Community Services

10 Jackson St., Paterson, NJ 07501
(201) 279-7100

STAFF: Catholic Family and Community Services has been in operation for 50 years. The staff of 6 paid employees and 20 volunteers speak English, Vietnamese, Creole, Amharic, Spanish, Arabic, Russian, and French.

POPULATION SERVED: Catholic Family and Community Services provides assistance to immigrants and is currently serving 29 families, 7 children, and 85 adults. The organization assists Africans, Albanians, Ukrainians, and large numbers of Haitians and Vietnamese.

SERVICES: The goals of Catholic Family and Community Services are to (1) resettle arriving refugees; and (2) solve any migration problems being experienced by area residents. Offered services include refugee resettlement (i.e. basic needs), and immigration services, including sponsorship, asylum, and legal assistance.

The organization's staff also help parents to register their children in school and are available to address any school-related issue on an as-needed basis.

NEW MEXICO

New Mexico Mutual Assistance Association

P.O. Box 8994, Albuquerque, NM 87198-8994
(505) 260-0126

STAFF: The New Mexico Mutual Assistance Association is four years old. The staff of one paid member and 8-20 volunteers speak English, Spanish, and Vietnamese.

POPULATION SERVED: The Association currently delivers services to 200 children and 150 adults. The organization provides assistance mostly to Vietnamese immigrants, although some Cuban immigrants also receive help.

SERVICES: The goal of the New Mexico Mutual Assistance Association is to ease resettlement and bring about self-sufficiency among immigrants by providing advocacy and referral services. The Association deals with several school-related issues including: parent involvement; school access; student placement; student assessment; bilingual education; multicultural education; school climate; and school/community collaboration.

Services offered by the Association include orientation programs and information/social fairs, automobile-use workshops, transportation, interpretation assistance, and the distribution of basic needs.

NEW YORK

Catholic Family Center

25 Franklin St., 7th Floor, Rochester, NY 14604
(716) 262-7082

STAFF: The Refugee Department of Catholic Family Center has a staff of 14 paid employees who speak English, Vietnamese, Laotian, Ukrainian, Russian, and Cambodian. (CFC is a multi-service agency with a staff of 280).

POPULATION SERVED: The Refugee Department currently provides assistance to 700 children and 900 adults, including some immigrants or seasonal farmworkers. Although Vietnamese, Amerasian, and Ukrainian are the most often served ethnic groups, assistance is also available to immigrants from Laos, Cambodia, Russia, Ethiopia, Rumania, Uganda, Afghanistan, Cuba, and Haiti.

SERVICES: The major goal of the Refugee Department is to provide clients with the means to become self-sufficient primarily through employment assistance. In addition, it assists schools and students with interpreter and acculturation services.

Lutheran Immigration and Refugee Service

390 Park Avenue South, 6th Fl., N.Y., NY 10016-8803
(212) 532-6350

STAFF: The Lutheran Immigration and Refugee Service (LIRS) was organized on a national scale in 1939. Two paid staff employees and varying numbers of volunteers speak English, Khmer, Vietnamese, and Spanish.

POPULATION SERVED: Since 1939, LIRS has sponsored over 160,000 refugees into the U.S. In addition, LIRS has placed over 4,000 non-federally funded refugee minors since the mid-70s. Over 500 immigrant and refugee children currently receive services from LIRS' national office in NYC, including Cambodians, Albanians, and large numbers of Vietnamese, Central Americans, and Ethiopians.

SERVICES: LIRS works on the behalf of refugees, asylum seekers, undocumented persons, and immigrants. LIRS has a nationally recognized reputation for excellence in its programs for refugee resettlement, foster care for unaccompanied refugee minors, and immigration services. LIRS also addresses school related issues such as: student assessment; student placement; multicultural education; resource allocation; school climate; and school/community collaboration.

In addition, LIRS works through a national network which possesses professional child care expertise. Through the Lutheran social service agency system and constituent congregations, LIRS has the ability the provide services virtually anywhere in the U.S.

United Refugee Council

285 Marcy Ave., Brooklyn, NY 11211
(718) 384-0429

STAFF: The United Refugee Council (URC) was established over 10 years ago. The staff consist of two paid employees and seven volunteers.

POPULATION SERVED: The URC currently serves approximately 500 families, two-thirds of whom are refugees. Receiving assistance are Jews, Romanians, Hungarians, Poles, and a large number of Russians.

SERVICES: While the URC's main concern is assisting refugees with the immigration and naturalization process, the organization provides housing and job search assistance and information pertaining to civil rights, voter registration, welfare, and public assistance. The URC also provides educational information and addresses the issue of school climate.

NORTH CAROLINA

CSS Refugee Office

1524 E. Morehead St., Charlotte, NC 28207
(704) 332-4433

STAFF: The CSS Refugee Office was established 17 years ago. The staff of 16 paid employees and 60 volunteers speak many languages including English, Khmer, Lao, Vietnamese, and Russian.

POPULATION SERVED: The Refugee Office currently assists 200 children and 150 adults, including some migrant or seasonal farmworkers. Although the Office's services are available to Latino, African, and European immigrants, Southeast Asian immigrants are most frequently served.

SERVICES: The goal of the CSS Refugee Office is refugee resettlement. Staff assist clients in all immigration matters and help parents gain access to local schools.

Lutheran Family Services in the Carolinas, Inc.

P.O. Box 13147 (131 Manley Ave.), Greensboro, NC 27415
(919) 855-0390

STAFF: Lutheran Family Services was established in 1982. The staff of 20 paid employees and 20 volunteers speak English, Vietnamese, Lao, Khmer, Dega, Spanish, and Chinese.

POPULATION SERVED: Lutheran Family Services currently assists 250 children and 150 adults, all of them immigrants. The organization is available to help many different ethnic groups including Vietnamese, Lao, Khmer, Dega (Montagnards from Vietnam), African, Soviet, and East European. Most frequently served are Southeast Asians.

SERVICES: The goal of Lutheran Family Services is to help refugees become self-sufficient as quickly as possible. In addition to helping immigrants find apartments, translating, and assisting with job development, staff address several school-related issues such as: parent involvement; school access; student placement; support services; school climate; and school/community collaboration.

In addition, the organization has received funding to (1) provide English as a Second Language (ESL) classes; (2) train ESL volunteers; and (3) link refugees to resources.

NORTH DAKOTA

Lutheran Social Services of North Dakota

P.O. Box 389, 1325 So. 11 St., Fargo, ND 58107
(701) 235-7341

STAFF: Lutheran Social Services was established 15 years ago. The staff of 12 paid employees and 20 volunteers speak English, Vietnamese, Kurdish, and Russian.

POPULATION SERVED: Lutheran Social Services (LSS) currently provides services to 220 children and 180 adults. Staff provide assistance to immigrants: Kurdish, Russian, Armenian, Cambodian, but mostly Vietnamese.

SERVICES: The goal of LSS is to provide basic and support services to recent refugees. Services focus on housing, educational, medical, and employment needs. Staff address several school-related issues including: parent involvement; school access; student placement; student assessment; bilingual education; multicultural education; school climate; support services; resource allocation; and school/community collaborations.

In addition, LSS provides culturally sensitive counseling and interpretation/ translation services.

OHIO

El Centro de Servicos Sociales, Inc.

1888 E. 31st St., Lorain, OH 44055-1810
(216) 277-8235

STAFF: El Centro de Servicos Sociales, Inc. was incorporated in 1975. The staff of 25 paid employees and numerous volunteers provide bilingual (English/Spanish) services to youth, adults, and seniors.

POPULATION SERVED: El Centro de Servicos Sociales, Inc. primarily serves the Puerto Rican and Mexican community of Lorain County. El Centro also has served immigrant families from Central America.

SERVICES: El Centro's mission is to enhance the socio-economic status of the Latino community by providing basic human services, employment services, and advocacy. El Centro works to improve education by addressing issues such as: parent involvement; support services; multicultural education; and school/community collaboration.

Lutheran Immigration and Refugee Service Catholic Migration and Refugee Resettlement Services

197 East Gay St., 4th Fl., Columbus, OH 43215
(614) 228-1121(FAX 614/228-1125)

STAFF: The Lutheran Immigration Refugee Services/Catholic Migration Service and Refugee Resettlement (LIRS/MRRS) is an organization that was established over 50 years ago. The staff of six paid employees and over 90 volunteers with access to interpreters/translators speak English, Vietnamese, Lao, Spanish, Khmer, and French.

POPULATION SERVED: LIRS/MRRS currently serves 678 children and 378 adults refugees and a very large population of immigrants and undocumented immigrants. Receiving assistance are Cambodians, Afghans, Ethiopians, Kurds, and large numbers of Vietnamese and Laotians.

SERVICES: LIRS/MRRS strives to bring about economic and social self-sufficiency among refugees and immigrants through counseling, employment assistance, English tutoring, and translation services. LIRS/MRRS also addresses such school-related issues as: parent involvement; school access; support services; school climate; and multicultural education.

In addition, LIRS/MRRS provides parent-student orientation services.

Travelers Aid International of Greater Cincinnati

707 Race St., Suite 300, Cincinnati, OH 45202
(513) 721-7660

STAFF: 1992 marks the 75th anniversary of Travelers Aid International. The staff of fifteen paid employees and 60 volunteers speak English, French, German, Vietnamese, Romanian, Khmer, and Polish. In addition, Travelers Aid has access to interpreters for 50 other languages.

POPULATION SERVED: In 1991, Travelers Aid provided services to hundreds of individuals, including immigrants from 58 different countries. Overall, Southeast Asians were most frequently served by the organization.

SERVICES: The major goal of Travelers Aid is to provide social assistance to displaced individuals. Services include English as a Second Language (ESL) classes, citizenship instruction, immigration law counseling, interpreters for accessing social services, pre-employment assistance, and translations. Travelers Aid also addresses school-related issues such as: bilingual education and school/community collaboration. Programs for non-immigrants are also available.

OKLAHOMA

YWCA Intercultural Service Center

2160-E South Sheridan Rd., Tulsa, OK 74129-1062
(918) 834-7177

STAFF: The YWCA Intercultural Service Center (ISC) was established nine years ago. The staff of eight paid employees and over 50 volunteers speak various languages.

POPULATION SERVED: The ISC is currently providing services to 3,242 adults, of whom 95% are immigrants, including some migrant or seasonal farmworkers. Although the ISC provides assistance to all ethnic groups, Latinos and Asians are most frequently served.

SERVICES: The goal of ISC is to provide quality assistance to non-English/limited-English speaking residents of the community while helping them to become productive, assimilated members of society. The ISC also addresses several school-related issues including: parent involvement; school access; support services; multicultural education; and school/community collaboration.

As a liaison to the community where language or culture is a barrier to effective communication and understanding, the ISC provides various social and employment services, including employment enhancement workshops, vocational English as a Second Language (ESL) classes for refugees, immigration counseling, and translation services.

OREGON

Catholic Community Services of Portland Resettlement Program

231 S.E. 12th St., Portland, OR 97214
(503) 249-5892

STAFF: Catholic Community Services of Portland was established over three decades ago. The 12 paid employees of the Resettlement Program speak English, Vietnamese, Khmer, Farsi, Russian, Lao, French, Ukrainian, and Croatian.

POPULATION SERVED: The Resettlement Program is currently providing services to 180 immigrant families. Although the program most frequently serves Vietnamese, others receiving assistance include Cambodians, Soviet-Ukrainians, Afghanis, and Romanians.

SERVICES: The goals of the Resettlement Program are to (1) assist newcomers in the resettlement process; (2) promote early employment and economic self-sufficiency among refugees; and (3) insure that the identified needs of refugees are met. The program offers a variety of services in pursuit of these goals.

Lutheran Family Services/Refugee Program

605 SE 39th, Portland, OR 97214
(503) 233-0042

STAFF: Lutheran Family Services' Refugee Program began operation 17 years ago. The staff of 20 paid employees and 10 volunteers speak English, Vietnamese, Lao, Polish, Russian, Khmer, and Eritrean.

POPULATION SERVED: The Refugee Program currently provides services to approximately 750 children and 400 adults. Although assistance is available to many different ethnic groups —including Cambodians, Laotians, Ethiopians, Eastern Europeans, Somalis, and people of the Middle East— the Refugee Program's present clientele consists of mostly Soviets and Vietnamese.

SERVICES: The goal of the Refugee Program is to promote self-sufficiency among refugees. The Program offers a variety of services including resettlement assistance, case management, and immigration counseling.

PENNSYLVANIA

Asian Americans United

801 Arch St., Philadelphia, PA 19107
(215) 925-1538

STAFF: Asian Americans United (AAU) was established in 1985. The staff of three paid employees speak English, Hindi, Cantonese, Khmer, and Vietnamese.

POPULATION SERVED: AAU currently serves approximately 30 to 50 immigrant children. Although AAU services are available to all Asians, the population served is predominately Vietnamese, Cambodian, and Chinese immigrants.

SERVICES: AAU's major goal is to empower and unite Asian-American communities. School-related issues addressed by AAU include: parent involvement; school access; bilingual counseling; school climate; and multicultural education.

AAU's services include youth leadership and development activities, workshops, and summer school for limited English proficient (LEP) children ages 5 to 10 years. AAU also lobbies for immigrant students and works to organize the Asian American community.

Catholic Charities, Immigration and Refugee Services

900 N. 17th St., Harrisburg, PA 17103
(717) 232-0568

STAFF: Catholic Charities' Immigration and Refugee Services (CC/IRS) was begun over 15 years ago. The staff of 32 paid employees speak English, Vietnamese, Khmer, Mandarin, Polish, Russian, Spanish, Cantonese, Amharic, and Tigrinian.

POPULATION SERVED: CC/IRS currently assists 200 immigrant and refugee families, 100 children and 500 adults, including some farmworkers. CC/IRS assists Armenians, Ukrainians, Mexicans, Vietnamese, Cambodians, Laotians, Ethiopians, Ugandans, and other Spanish-speaking individuals. The caseload is primarily Asian, 51%, of whom most are Vietnamese.

SERVICES: The primary goal of CC/IRS is to assist immigrants and refugees gain employment and become financially self-sufficient. The organization provides employment orientation and job placement/assistance, English as a Second Language (ESL) classes to adults, and assistance with registering school-age children. CC/IRS will also provide translation assistance to parents and schools for refugees they resettle.

International Service Center

21 South River St., Harrisburg, PA 17101
(717) 236-9401 FAX: (313)767-0724

STAFF: The International Service Center (ISC) was established over 16 years ago. The staff of eight paid employees and seven volunteers speak English, Khmer, Laotian, Chinese, French, Spanish, and Vietnamese.

POPULATION SERVED: The ISC currently assists 620 immigrant families, 131 children and 1,407 adults, including a small number of farmworkers. Receiving assistance are Africans, Latinos, and large numbers of Asians.

SERVICES: Through the use of social, educational, and cultural programs that promote self-sufficiency, ISC works towards integrating immigrants into American society. In addition, ISC addresses several school-related issues including: parent involvement; school access; student placement; support services; school climate; and multicultural education.

Other services include information and referrals, immigrant counseling, translation/interpretation, elderly care management, consultation, and training.

Nationalities Service Center - Philadelphia

1300 Spruce St., Philadelphia, PA 19107
(215) 893-8400

STAFF: Nationalities Service Center (NSC) was established over 70 years ago. The staff of 26 paid employees and over 100 volunteers speak English, Spanish, Italian, Greek, French, Vietnamese, Khmer, Serbo-Croation, Chinese, and Arabic.

POPULATION SERVED: NCS currently serves a total of 5,273 individuals, 90% of whom are immigrants and some of whom are farmworkers. Although a variety of ethnic groups are served, Asians and those of Spanish-speaking origins are the most frequent clients.

SERVICES: The major goal of NCS is to eliminate barriers caused by language and culture and promote the assets of diversity.

NCS also addresses school-related issues such as: support services; school climate; multicultural education; and school/community collaboration.

Services provided by NCS include English as a Second Language (ESL) and GED classes, representation of undocumented immigrants before the Immigration and Naturalization Service (INS), nutritional and case management programs for the elderly, and counseling and management for refugees.

The Spanish Speaking Council

225 N. 4th St., Reading, PA 19611
(215) 376-3748

STAFF: The Spanish Speaking Council is 22 years old. The staff of 20 paid employees and four volunteers speak English, Spanish, Russian, and French.

POPULATION SERVED: The Council is a Latino community-based organization that provides services to 4,000 to 5,000 individuals or approximately 2,000 families in the Burks County. Although the Council assists African Americans and Whites, it primarily serves Puerto Ricans and other Latinos. Approximately 60% of the Council's clientele are immigrants, including migrant or seasonal farmworkers.

SERVICES: The Council provides professional, linguistic, and cultural skills in the areas of social services, employment counseling, youth leadership, drugs prevention, AIDS education, and housing rehabilitation. The Council also provides a senior citizen center.

RHODE ISLAND

Progreso Latino, Inc.

626 Broad St., Central Falls, RI 02863
(401) 728-5920

STAFF: Progreso Latino was established in 1978. The staff of twelve paid employees and seven volunteers speak English and Spanish.

POPULATION SERVED: Progreso Latino primarily serves the Latino immigrant community. Currently, services are being provided to 1,080 families and 60 children.

SERVICES: Progreso Latino is committed to making social services accessible to the Rhode Island Latino community. Its goal is to help Latinos achieve greater self-sufficiency and self-determination. Progreso Latino is also devoted to a wide array of educational issues, including: parent involvement; school access; student assessment; student placement; bilingual education; multicultural education; support services; school climate; resource allocation; and school/community collaboration.

Services provided by Progreso Latino include case management, day care, a senior citizen's program, adult education, community health education, and substance abuse prevention.

New England Farmworkers Council

44 East Avenue, Pawtucket, RI 02860
(401) 728-2070

STAFF: The New England Farmworkers Council (NEFC) was established in 1971. Its staff of three paid employees speak no foreign languages.

POPULATION SERVED: The NEFC currently provides services to approximately 236 families, 450 children and 500 adults, all of whom are refugees. Although NEFC offers assistance to several ethnic groups, including Asians, Africans and Haitians, Soviet Russians and Russian Jews are the most frequently served.

SERVICES: The goal of NEFC is to provide refugees with employment and training services. In addition, the organization addresses school-related issues such as: parent involvement; student placement; support services; resource allocation; and school/community collaboration.

The services most in demand at NEFC include intake and assessment, resume development, transportation, and job development and placement.

SOUTH CAROLINA

Catholic Charities - Midlands, Migration and Refugee Services

P.O. Box 7245, Columbia, SC 29202-7245
(803) 254-9776

STAFF: Catholic Charities - Midlands, Migration and Refugee Services (MRS) was established in 1977. The staff consist of two paid employees and varying numbers of volunteers.

POPULATION SERVED: MRS currently serves 30 children and 100 adults. Of the total population served, 50% are immigrants and refugees. While services are available to all ethnic groups, the majority of people served are Vietnamese.

SERVICES: The goal of MRS is to meet the needs of documented immigrants and refugees upon arrival by providing cultural orientation, job placement assistance, and referral services. The Program is also a member of a bilingual council that addresses school-related issues.

Lutheran Family Services/Refugee Program

2823 River Drive, Columbia, SC 29201
(803) 799-2800

STAFF: The Refugee Program of Lutheran Family Services was established in 1991. The staff of four paid employees and two volunteers speak English and Lao.

POPULATION SERVED: The Refugee Program currently serves 30 children and 40 adults. Receiving services are Laotians, Vietnamese, and Cambodian refugees.

SERVICES: The Refugee Program aims to achieve self-sufficiency among refugee and immigrant families by linking families to housing, employment, health, school, and other community services. In addition, the program addresses several school-related issues including: parent involvement; support services; and multicultural education.

The program also provides orientation on American culture and English language classes.

SOUTH DAKOTA

Lutheran Social Services of South Dakota/ Refugee and Immigration Programs

620 W. 18th St., Sioux Falls, SD 57104
(605) 336-9136

STAFF: The Refugee and Immigration Programs were established in 1975. The staff of 13 paid employees speak English, Amharic, Vietnamese, Polish, and Russian. Over 100 volunteers speak an additional 32 languages.

POPULATION SERVED: The Refugee and Immigration Programs currently serve 230 immigrant families, 150 children and 400 adults. Although the programs are not restricted to any particular ethnic groups, Vietnamese, Ethiopians, Somali, and former Soviets are most frequently served.

SERVICES: Through reception and placement assistance, the Refugee and Immigration Programs aim at early self-sufficiency among newcomers. The programs also address several school-related issues including: parent involvement; school access; student assessment; support services; multicultural education; and school/community collaboration.

These programs also provide social services, including English as Second Language (ESL) classes, vocational training, job placement assistance, and immigrant counseling.

Midwest Farmworker Employment & Training Program

121 W. Dakota, Pierre, SD 57501
(605) 224-0454

STAFF: The Midwest Farmworker Employment & Training Program is staffed with nine paid employees who speak English and seasonal employees who speak Spanish.

POPULATION SERVED: The Program currently serves 645 families. All clients are migrant or seasonal farmworkers and 18% are immigrants. Ethnic groups served include African American, Asian, White, and Native American. Most frequently served are Mexicans, Whites, and Native Americans.

SERVICES: The goal of the Program is to provide employment, training, and educational opportunities to low income farmworkers seeking full-time, permanent employment. Staff also address several school-related issues including: parent involvement; student assessment; student placement; support services; bilingual education; school climate; resource allocation; and school/community collaboration.

TENNESSEE

Bridge Refugee Services

701 Florida Ave., Bristol, TN 37620
(615) 652-1588

STAFF: Bridge Refugee Services was established 10 years ago. The staff of two paid employees and one volunteer speak English, French, Spanish, and Dutch.

POPULATION SERVED: Bridge presently provides services to 21 families, 44 children and 61 adults. The organization's clientele is approximately 90% immigrant, and includes Kurds, Armenians, Ukrainians, Vietnamese, Cubans, Haitians, Czechs, Romanians, Russians, and Guatemalans. Bridge most frequently serves former Soviets and Vietnamese.

SERVICES: The goals of Bridge are to (1) enable refugees to become independent of their sponsors; and (2) fund, train and enable more individuals to become sponsors. Bridge's work also addresses important school-related issues, including: school access and student placement.

Bridge's most utilized resources include sponsor training and recruitment and crisis management. Other services include immigration counseling (includes assistance with forms) and help with procuring employment and housing.

Hispanic Ministry - Diocese of Knoxville

119 Dameron Ave., Knoxville, TN 37917
(615) 637-4769

STAFF: The Hispanic Ministry is six years old. The staff of two paid employees and one volunteer speak English and Spanish.

POPULATION SERVED: The Hispanic Ministry serves the Latino community. The organization currently provides services to approximately 500 families and 6,000 migrant farmworkers. Approximately 90% of the Ministry's clients are immigrants.

SERVICES: The goal of the Hispanic Ministry is to provide pastoral, social, and referral services. Ministry staff also address many school-related issues and are against the use of social security numbers as required student identifiers. Other areas of education in which the Ministry is active include: parent involvement; school access; student placement; bilingual education; support services; and school climate.

The Ministry's most popular services are legal and social service referrals and translation assistance.

Jewish Family Service

801 Percy Warner Blvd., Nashville, TN 37205
(615) 356-4234

STAFF: Jewish Family Service was established in 1853 with the Resettlement Program beginning in 1973. The staff of two paid employees and varying volunteers speak English.

POPULATION SERVED: The Resettlement Program provides services primarily to Jews from the former Soviet Union, although Jewish refugees from other countries are also welcome.

SERVICES: The goals of the Resettlement Program are (1) economic self-sufficiency among refugees; and (2) the integration and acculturation of Jewish refugees from the former Soviet Union. Services provided by the program include resettlement information, temporary financial support, housing, medical care, English instruction, employment counseling, vocational retraining, Jewish dayschool scholarships, and case management.

TEXAS

Casa de Proyecto Libertad, Inc.

113 N. First, Harlingen, TX 70550
(512) 425-9552

STAFF: Casa de Proyecto Libertad, Inc., was established in 1981. The staff of eight paid employees and two volunteers speak English and Spanish.

POPULATION SERVED: Casa de Proyecto Libertad, Inc., serves Central Americans, Haitians, and other nationalities.

SERVICES: The major goals of Casa de Proyecto Libertad, Inc., are to (1) provide legal services to Central Americans; (2) challenge INS/Boarder Patrol policy when it violates the rights of immigrants; (3) challenge U.S. foreign policy toward Central America; and (4) educate the general public about Central American refugees and immigrants.

The most frequently used services at Casa de Proyecto Libertad, Inc., are legal counseling and asylum assistance.

Catholic Charities, Immigration Counseling Services

3845 Oak Lawn, Dallas, TX 75219
(214) 528-4870

STAFF: The Immigration Counseling Services (ICS) of Catholic Charities is over 10 years old. The staff of 12 paid employees and one volunteer speak English and Spanish.

POPULATION SERVED: ICS currently provides assistance to 2,000 children and 4,000 adults. The organization primarily serves the Latino community.

SERVICES: In addition to providing a variety of services to Latino immigrants, ICS addresses several school-related issues including: student placement; bilingual education; and school/community collaborations.

Catholic Family Service/Refugee and Citizenship Division

P.O. Box 15127, Amarillo, TX 79105-5127
(806) 376-4571

STAFF: The Catholic Family Service/Refugee and Citizenship Division was established 30 years ago. The staff of three paid employees speaks English and Laotian.

POPULATION SERVED: The Refugee and Citizenship Division currently assists 12 children and 35 adults. Although assistance is available to many different ethnic groups, Vietnamese and Cambodian refugees are most frequently served.

SERVICES: The goal of the Refugee and Citizenship Division is to assist refugees in their resettlement and employment. Among other things, staff provide assistance with housing, acquiring basic needs, school enrollment, social security numbers, government assistance, employment, referrals, ethnic community, and school community linkages.

Catholic Social Services of Corpus Christi Refugee Resettlement

1322 Comanche, Corpus Christi, TX 78401
(512) 884-0651

STAFF: Catholic Social Services (CSS) of Corpus Christi was established approximately 25 years ago. The staff of 30 paid employees speak English and Spanish.

POPULATION SERVED: CSS currently serves 933 children and 1,000 adults. CSS serves Colombians, Guatemalans, Salvadorans, and a large number of Mexicans. Of the total clientele, 2% are farmworkers.

SERVICES: The goal of CSS is to provide a wide array of social welfare services to the Corpus Christi community, 80% of which is Latino. A portion of these services address school-related issues such as: support services; multicultural education; school climate; and school/community collaboration.

The most popular resource at CSS is its legal and clerical services for immigrants. Other CSS services include English as a Second Language (ESL) classes and the Refugee Resettlement Program.

Houston Community Services/Centro Aztlan

5115 Harrisburg St., Houston, TX 77011
(713) 926-8771

STAFF: Centro Aztlan was established over 10 years ago. The staff of three full time paid employees speak English and Spanish.

POPULATION SERVED: Centro Aztlan delivers services to Sierra Leonans, Salvadorans, and large numbers of Mexicans.

SERVICES: The goal of Centro Aztlan is to educate immigrants so that they understand and can benefit from United States institutions. Staff provide individuals and families with counseling, income tax information, assistance with immigration paperwork, and referrals.

Refugee Assistance Council

1104 Juarez, Laredo, TX 78040
(512) 791-3300

STAFF: The Refugee Assistance Council (RAC) is three years old. The staff of three paid employees speak English, Spanish, and French.

POPULATION SERVED: RAC currently serves a rotating number of refugees and asylum seekers held in detention, and 15 to 20 refugee families, 60 to 70 of whom are adults. Receiving services are Africans, Haitians, and a large number of Central Americans.

SERVICES: RAC's immediate goal is to orient newcomers to their rights and their children's rights with respect to social services and schooling. Immigration legal services for asylum seekers, political asylum support, and resources for other services (e.g. employment/social service referrals) are provided.

RAC also provides community education on refugee issues and works with the refugee and immigration network for advocacy at the national level.

YMCA International Services

3515 W. Dallas St., Houston, TX 77019
(713) 527-8690

STAFF: YMCA International Services was established in 1978. The staff of 30 paid employees and 175 volunteers speak English, Vietnamese, Spanish, Lao, Khmer, Thai, Chinese, Amharic, Tigrigna, French, German, Italian, Norwegian, and Cebuano.

POPULATION SERVED: YMCA currently assists approximately 600 children and 1,600 adults. YMCA serves large numbers of Southeast Asians, Latin Americans, and Africans.

SERVICES: YMCA's goal is to provide services which promote the successful transition of immigrants into the community. They are also involved in school-related activities such as: school registration; parent involvement; academic counseling; educational workshops; support services; student advocacy; support groups; career counseling; student assessment; school access; tutorial services; and multicultural education.

YMCA's most frequently used services include refugee resettlement, job placement, and immigration counseling. Other services include English as a Second Language (ESL) classes and youth programs.

UTAH

Catholic Community Services of Utah, Immigration Program

2300 West 1700 South, Salt Lake City, UT 84104
(801) 977-9119

STAFF: The Immigration Program, in existence for 10 years, has a paid staff of four and volunteer staff of three, including an immigration attorney and a bilingual paralegal. English, Farsi and Spanish are languages spoken by the staff.

POPULATION SERVED: The Program serves about 250 adults and 100 children, primarily Asian/Pacific Islanders and Latinos. 90% of the people served are immigrant.

SERVICES: In cooperation with the nationwide Catholic Legal Immigration Network, Inc., the Program provides low cost immigration counseling and legal representation to clients of all beliefs and backgrounds. The Program assists immigrants with a wide range of issues, including visas, residency applications, work permits, naturalization requests, political asylum, and deportation. The Program's two most frequently used services are family reunification and employment authorization assistance.

Institute of Human Resource Development (IHRD)

205 West 700 South Suite 301, Salt Lake City, UT 84101
(801) 521-4473

STAFF: IHRD was established in 1975. The staff of 170 paid employees and two to four volunteers speak English and Spanish.

POPULATION SERVED: IHRD currently provides services to 3,000 families. Although IHRD has particular expertise with Latinos, the organization also provides services to Native Americans, Tongans, Samoans, and African Americans. Most of IHRD's clients are immigrants and some are migrant or seasonal farmworkers.

SERVICES: The mission of IHRD is to strengthen the Latino family by promoting self-sufficiency. Its goals are to (1) provide services that will strengthen the family; (2) develop linkages with other social service providers; (3) mobilize the resources of the Latino community; (4) provide data to other agencies; (5) identify and eliminate gaps in the social service delivery system; (6) conduct data collection and evaluation in order to enhance interventions and add to the IHRD database; and (7) provide training.

Among IHRD's resources are the following initiatives: Migrant Head Start Program; the Proctor Program for troubled minority youth; Proyecto Comunidad which provides supplemental counseling and is a vendor for the Division of Youth Corrections; Project for Migrant and Seasonal Farmworkers with Disabilities; Gang and Drug Abuse Prevention TEATRO Project; Hispanic Youth Leadership Institute; Proyecto Salud (Project Health); Proyecto La Familia (Family Project); La Familia Hispana Contra el SIDA (The Hispanic Family against AIDS); Project Knowledge; and the Advocacy Component Project.

VERMONT

Vermont Catholic Charities

351 North Avenue, Burlington, VT 05401-2921
(802) 658-6110

Through the affiliation of the U.S. Catholic Conference on Migration and Refugee Services in New York, Vermont Catholic Charities assists with the adjustment of foreign refugees placed in Vermont.

Although Vermont Catholic Charities is currently providing services to only two immigrants, over the years the organization has provided services to hundreds of refugees. Following World War II, Vermont Catholic Charities assisted Dutch migrants, and shortly thereafter, Hungarian refugees. More recently, Vermont Catholic Charities provided services to Cuban refugees, followed by Vietnamese, Cambodian, Laotian, Polish, and most recently, Romanian refugees.

VIRGINIA

Catholic Charities of Richmond, Connections

Pembroke One Bldg., Suite 423, 281 Independence Blvd.
Virginia Beach, VA 23462
(804) 490-9663

STAFF: Catholic Charities of Richmond Hampton Roads Connections Program was established 10 years ago. The staff consist of two paid employees and 14 volunteers.

POPULATION SERVED: Catholic Charities of Richmond, Connections provides services to Vietnamese children who are unaccompanied refugee minors.

SERVICES: The goal of Catholic Charities of Richmond, Connections is to provide foster care for Vietnamese children. The organization maintains a linkage with community schools to ensure that the needs of limited-English children are met. School issues that are addressed include: school access; student assessment; student placement; bilingual education; multicultural education; resource allocation; school climate; and school/community collaboration.

In addition, Catholic Charities of Richmond, Connections provides job placement, career development, counseling, independent living training, and tutoring.

Catholic Diocese of Richmond, Refugee Resettlement and Immigration Services

811 Cathedral Place, Richmond, VA 23220
(804) 355-4559

STAFF: The Refugee and Immigration Services of the Catholic Diocese of Richmond was established 17 years ago. The staff of 40 paid employees speak English, Vietnamese, Khmer, and Lao.

POPULATION SERVED: Refugee and Immigration Services currently provides assistance to 280 children and 400 adults. The organization serves only refugees and immigrants and no migrant or seasonal farmworkers. Although services are also available to those from Cambodia or the Ukraine, Vietnamese are most frequently served.

SERVICES: The major goal of Refugee and Immigration Services is refugee resettlement. Assistance is provided in the form of employment services, educational networking, and tutorial instruction. Refugee and Immigration Services also addresses several school-related issues including: parent involvement; school access; student assessment; student placement; bilingual education; and school climate.

In addition, the organization has received a grant to train police and court personnel on Southeast Asian culture.

Connections - Unaccompanied Minors Program

701 W. Broad St., Suite 305, Falls Church, VA 22046
(703) 533-3413

STAFF: Connections was established in 1982. The staff of 11 paid employees and 50 volunteers speak English, Vietnamese, Khmer, French, Tagalog, and Haitian Creole.

POPULATION SERVED: Connections currently assists 35 families, 80 children and 40 adults. Receiving services are Cambodians, Thais, Ethiopians, Nigerians, Central Americans, and large numbers of Vietnamese.

SERVICES: The major goal of Connections is to promote the welfare of youth and families from all cultures. Connections offers a broad range of services for youth and adults, including the Unaccompanied Minors Program, cross-cultural counseling, specialized foster care, and independent living skills training. Staff also serve as a liaison with school staff, advocate for students with lawmakers, and work to empower foster parents.

Hispanic Committee of Virginia

6031 Leesburg Pike, Falls Church, VA 22041
(703) 671-5666

STAFF: The Hispanic Committee of Virginia is over 25 years old. The staff of 18 paid employees and 50 volunteers speak English and Spanish.

POPULATION SERVED: The Hispanic Committee served approximately 3,682 children and 6,000 adults in 1991. Although the Committee serves many different ethnic groups, the vast majority of clients are Latino immigrants.

SERVICES: The Hispanic Committee of Virginia seeks to improve the lives of immigrants. To accomplish this goal, the Committee provides job development, educational services, immigration/legalization assistance, and tax services. In addition to providing social services, the Committee also deals with several school related issues including: parent involvement; school climate; resource allocation; multicultural education; school and community collaboration; and school access.

Refugee Resettlement and Immigration Service

824 Campbell Ave., S.W. Rm. 7, Roanoke, VA 24016
(703) 342-7561

STAFF: The Refugee Resettlement and Immigration Service (RRIS) was established over 10 years ago. The staff of 12 paid employees and 100 volunteers speak English, Spanish, and Vietnamese.

POPULATION SERVED: The RRIS is currently providing assistance to 85 immigrant families, 420 children and 230 adults, including some migrant or seasonal farmworkers. RRIS provides services to any ethnic group in need of immigration services and to Laotian, Cambodian, and Vietnamese refugees.

SERVICES: The goal of RRIS is to help refugees and immigrants obtain housing, employment, and support services. RRIS also addresses several school-related issues including: parent involvement; school access; student assessment; student placement; school climate; resource allocation; multicultural and school/community education; and collaboration.

Services most in demand at RRIS include resettlement, advocacy, and translations.

WASHINGTON

Catholic Community Services - Refugee Assistance Program

1304 S. Yakima St., Tacoma, WA 98405
(206) 383-3698

STAFF: The Refugee Assistance Program (RAP) of Catholic Community Services was established over 10 years ago. The staff of seven paid employees and 25 volunteers speak English, Vietnamese, and Khmer.

POPULATION SERVED: RAP currently serves 125 refugee families, 350 children and 200 adults. Assistance is provided to Cambodians, Khmer, Russians, and large numbers of Vietnamese and Amerasians.

SERVICES: The goal of RAP is to welcome and assist refugees and immigrants with placement and basic resettlement services, including case management, employment counseling and placement, immigration assistance, advocacy, tutoring, and support services. RAP also addresses several school-related issues such as: parent involvement; support services; resource allocation; and school/community collaboration.

RAP staff also help parents enroll their children in the proper school, participate in the Bicultural Parent Advisory Committee, and work together with school personnel by attending the Refugee Forum meeting where school-related issues are discussed.

International Refugee Council of Spokane

S. 130 Arthur, Spokane, WA 99202
(509) 533-2077

STAFF: The International Refugee Council of Spokane (IRC) was established four years ago. The staff of seven paid employees speak English, Vietnamese, Russian, Lao, Hmong, and French.

POPULATION SERVED: The IRC currently assists approximately 200 immigrant families. Although the IRC serves primarily Vietnamese and Russians, assistance is available to Cambodians, Laotians, Latinos, Koreans, Chinese, and Hmong.

SERVICES: The goal of IRC is multifaceted. It provides clients with interpretations, translations, transportation, counseling, immigration assistance, and employment assistance.

Northwest Chicano Radio Network / Centro Campesino Immigration Project

121 Sunnyside Ave., P.O. Box 800, Granger, WA 98932
(509) 854-2100

STAFF: The Northwest Chicano Radio Network Centro Campesino Immigration Project was established five years ago. The staff of four paid employees speak English and Spanish.

POPULATION SERVED: The Network assists immigrants — approximately 2,000 families, 4,000 children and 3,000 adults. The majority of those receiving services are migrant or seasonal farmworkers, mostly from Mexico but also from Central America.

SERVICES: The Network's major goal is to provide free immigration services, mainly legalization-related. In addition to providing assistance with visa petitions and legalization appeals, the staff is presently working with private attorneys and social service agencies to provide Special Immigrant Juvenile status to immigrant youth in foster care.

Refugee-Immigrant Multi-Service Center

S. 130 Arthur, Spokane, WA 99202
(509) 533-2077

STAFF: The Refugee-Immigrant Multi-Service Center was established four years ago. The staff of 13 paid employees speak English, Vietnamese, Lao, Hmong, Russian, and French.

POPULATION SERVED: The Center currently assists 600 children and 400 adults. Of the Center's total client population, approximately 90% are refugees, including some seasonal or migrant farmworkers. Services are available to Russians, East Europeans, Asians, Africans, and Central Americans.

SERVICES: The major goal of the Center is to assist with refugees' and immigrants' adjustment to the United States. Staff provide assistance with resettlement, social services, employment, vocational training, and immigration counseling. The Center also addresses several school-related issues including parent involvement and school access.

WEST VIRGINIA

Catholic Community Services/Migration and Refugee Services

7 - 13th St., Wheeling, WV 26003
(304) 233-0880

STAFF: Migration and Refugee Services of the Diocese of Wheeling-Charleston, West Virginia, was established 14 years ago. The staff of four paid employees speak English, Spanish, Vietnamese, Lao, and Thai.

POPULATION SERVED: Migration and Refugee Services is an agency which provides specialized services to all refugees living in West Virginia. The organization currently provides assistance to 11 children and 72 adults, 95% of whom are immigrants. The most frequently served ethnic groups include Vietnamese and Amerasian.

SERVICES: The primary goal of Migration and Refugee Services is to enable refugees to attain early self-sufficiency. The organization also addresses several school-related issues including: parent involvement; school access; student assessment; student placement; support services; and resource allocation.

The organization's two most popular services are employment and translation assistance. Other available services include English language training, counseling and cultural orientation, immigration assistance, information and referral help, and a variety of other social services.

WISCONSIN

Centro Hispano

1810 S. Park St., Madison, WI
(608) 255-3018

STAFF: Centrol Hispano was organized in 1983. The staff of 14 paid employees and 50 volunteers speak English and Spanish.

POPULATION SERVED: Centro Hispano is currently delivering services to 70 children and 20 adults. The ethnic groups served by Centro Hispano in order of decreasing frequency are: Latino, African American, Asian, Native American, and White.

SERVICES: The goal of Centro Hispano is to empower Latinos in their quest for (1) quality housing and employment; (2) advocacy in civil rights; and (3) human services. Centro Hispano is also strongly committed to addressing the wide array of educational issues confronting Latino students today.

Diocese of LaCrosse, Refugee Resettlement

3710 E. Ave. South, LaCrosse, WI 54602-4004
(608) 788-7700, ext. 279

STAFF: The Refugee Resettlement program was established five years ago. The staff of three paid employees speak English and Spanish.

POPULATION SERVED: The program, which serves only Hmong and Vietnamese refugees, is currently assisting 20 families, 75 children and 35 adults.

SERVICES: The goal of the Refugee Resettlement program is to assist with the resettlement and reunification of refugee families through case management. The program also addresses school-related issues including: parent involvement; school access; student placement; student assessment; bilingual education; multicultural education; school climate; support services; resource allocation; and school/community collaboration.

La Casa De Esperanza, Inc.

410 Arcadian, Ave., Waukesha, WI 53186
(414) 547-0887

STAFF: La Casa De Esperanza was established 26 years ago. The staff of 45 paid employees and 200 volunteers speak English and Spanish.

POPULATION SERVED: La Casa De Esperanza presently assists 2,100 children and 1,350 adults. One-half of the organization's clientele are immigrants. Although La Casa De Esperanza assists African Americans, Whites, and Asians, its clients are primarily Latino.

SERVICES: La Casa offers a bilingual/bicultural preschool program; a summer day care program for children ages 3-12;

an Early Childhood Intervention Program for Latino families; youth employment programs; recreational, educational, and counseling programs for youth and young adults; personal and career planning for adults; HARTS (Hispanics Returning to School) services to facilitate reentry to school; an English as a Second Language study and work program; an Amnesty Program; and other community services.

Migrant and Refugee Services

2021 N. 60th St., Milwaukee, WI 53208
(414) 771-2882

STAFF: Migrant and Refugee Services (MRS) was established in 1975. The staff of two paid employees and up to 30 volunteers speak English, Vietnamese, Lao, Thai, Khmer, Hmong, French, Spanish, Albanian, Polish, Czech, Hungarian, Iranian, Iraqi, Sudanese, and Ethiopian.

POPULATION SERVED: MRS currently provides assistance to 320 refugees and 20 immigrants. Services are provided to ethnic groups from Southeast Asia, Eastern Europe, Africa, and the Middle East.

SERVICES: The goals of MRS are to help refugees and immigrants (1) become self-sufficient; (2) understand American culture and to communicate in English; and (3) feel comfortable in a new country. MRS also addresses such school-related issues as: school climate; support services; multicultural education; and school/ community collaboration.

MRS services include translation assistance, school registration, and life and job skills assistance.

United Refugee Services of Wisconsin

1245 E. Washington Ave., Suite 85, Madison, WI 53703-3040
(608) 256-6400

STAFF: The United Refugee Services of Wisconsin (URSW) was established in 1985. The staff of 16 paid employees speak English, Hmong, Lao, Khmer, and Mandarin Chinese.

POPULATION SERVED: URSW currently serves 200 refugee families, 600 children and 400 adults. Although URSW will assist any refugee, Southeast Asians are most frequently served.

SERVICES: URSW's goal is financial and emotional self-sufficiency for refugees. Staff provide translation services, employment skills training, job search assistance, and help with living skills and resettlement. URSW also addresses several school-related issues such as: support services; multicultural education; school climate; and school/community collaboration.

URSW also provides translators/counselors for parent-teacher conferences, conducts Hmong and Khmer classes, meets monthly with school representatives, and maintains contact with high school counselors.

WYOMING

Wyoming Hispanic Coalition

Box 1027, Green River, WY 82935
(307) 875-4732

STAFF: The Wyoming Hispanic Coalition is 11 years old. The volunteer staff of 12 employees speak English and Spanish.

SERVICES: The Wyoming Hispanic Coalition provides educational scholarships and grants to Latino students, approximately 40% of whom are immigrants.

NCAS
100 Boylston, Suite 737
Boston, MA 02116

ISBN 1-880002-05-1